

The Historical Outlook

A JOURNAL FOR

READERS AND TEACHERS OF HISTORY AND THE SOCIAL STUDIES

Continuing The History Teacher's Magazine

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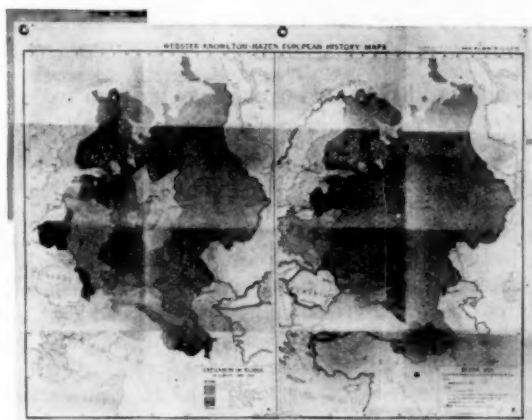
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The Historical Outlook

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Contemporary European History

BY HERBERT ADAMS GIBBONS, PH.D.

For us all there is no more important and fascinating study than that of contemporary European history. Because we have come to realize during the last decade that what is going on in Europe affects vitally our own national life, it is important. Because our attention is naturally attracted and held by events and problems that are being worked out in our own day and because Europeans have a host of difficulties to contend with of which we are dimly, if at all, aware, it is fascinating.

None escapes giving some thought to contemporary European history. The headlines on the front page of the newspapers see to that! Ever since 1914 news from Europe has been interesting enough to warrant featuring; and we have had no national election, no Presidential message, no protracted debate in the Senate, into which contemporary European history has not entered. Everybody discusses, and expresses opinions upon, the domestic and foreign policies, and the political, economic, and social problems, of Great Britain, France, Italy, Germany, Russia, and the lesser European states. It could not be otherwise; for our own interests, personal and national, are inextricably bound up with the fortunes of European countries.

We know this to be the case so well that we have come to accept the factor of international politics in all our thinking about the future. The income of most of us is derived from commerce, manufacturing, or agriculture. We realize, therefore, that what may happen in Europe has to enter into our calculations when we look ahead in business, when we lay out our budget for the home and school, when we are planning a trip abroad, when we seek to orient ourselves in national politics.

There was a time when we could read about European affairs with a comfortable sense of detachment. Now Russia makes us think of Communist activities and subversive movements at home; Great Britain of labor troubles that might easily cross the Atlantic; naval armaments that have a direct bearing on our income tax, and competition in world markets; France of unpaid debts and a foreign policy threatening to retard limitation of armaments and economic rehabilitation; Germany of a job that we did not finish; and Italy of a possible new world war. We

cannot help puzzling over Poland and the other countries to whose resurrection, aggrandizement or creation we contributed.

Ought our government to withhold longer recognition of Soviet Russia? Should we ratify the Treaty of Lausanne with Turkey? What should be our attitude toward the League of Nations, now that we have signified our willingness to enter the World Court? Just how far ought we to go in urging Europe to limit land armaments? Could we hope to accomplish anything constructive by participation in a European conference on disarmament without being prepared to assume toward Germany and France the same obligation that Great Britain took upon herself at Locarno? How far can we reasonably go in insisting upon the repayment of sums loaned to European nations during and since the World War? Are we in a position to take the initiative in proposals for further naval disarmament?

Thoughtful men and women feel that they are not qualified to answer these questions; and yet in their daily life they are answering them—they must answer them—in public, among friends, and in the home. Every time they cast their vote, too, they are indicating their position on one or more of these questions.

Do we need further justification for our contention that reading contemporary European history is "reading with a purpose," that it will help us in our contacts with others, and in our planning for ourselves? Are we not convinced that reading in this field will make us more intelligent in the exercise of the duty of voting, upon whose faithful performance depend our country's security and prosperity?

The scientific historian, enjoying the advantage of perspective and basing his judgments upon a full survey of documentary evidence and of what actors in the drama and those who observed them have written, may refuse to admit the existence of such a field as contemporary history. His definition of history excludes the coupling of that science with the adjective "contemporary." We are not going to quibble over terms. We frankly admit the impossibility of any generation producing annalists of its own times whose work can hope to be definitive—or even complete and dispassionate. But there is such a field as contemporary history. The judgments of later writers may be more valuable in the sense of recording and interpreting motives of statesmen and the merits of their policies. But they will go astray unless they read what we of to-day write. Docu-

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ments and memoirs alone cannot reconstitute the atmosphere of past events.

The world is to be congratulated on the fact that all scientifically-trained historians have not passed up the field of contemporary history. Men of great ability are devoting themselves almost wholly, though conscious of the handicaps, to studying and writing on European history since 1900. We should be glad that these historians have undertaken the task of reviewing and critically recording history in the making. They are doing the best that they can do under the circumstances. Unless one is prepared to assert that this generation does not need to know about recent history presented in a scholarly way, it is illogical to decry the tremendous amount of attention and effort that is being given to writing in detail the history of events leading up to the World War, to the war itself in all its aspects, and to the aftermath of the war.

It is inevitable that contemporary history should overlap—one might almost say include—the fields of political science, economics, and sociology. Our twentieth-century civilization is a complicated one. The tendency is strongly marked among contemporary historians to include in their surveys and their treatment of recent history the evolution of political institutions, and the influence of economic and social factors in international relations. Text-books have sections devoted to problems of government and cultural developments; and the economic factors in causing wars and in shaping national feeling and diplomatic negotiations have to be explained in detail in order to present a faithful picture and a well-balanced analysis.

People read history for profit as well as for pleasure. It is interesting to know about what has happened in the past. A knowledge of our ancestors, what they achieved and how they acted, is the broad foundation of general culture. One might say that few things are intelligible, much less well digested, unless we know something of history. History, however, is more than that to us. It is the light of human experience. Brought to bear upon the present, this light not only saves us from error but helps us to solve our problems; brought to bear upon the future, it illuminates the path ahead for the human race.

Was there ever a time when we needed the light of history more than now? War broke out in Europe in 1914 because great nations, highly civilized and highly efficient according to the standards of our age, were unable to co-operate harmoniously for the advancement of the Occidental system of civilization throughout the world. It was a calamity that quickly affected America, because all the countries of the Western Hemisphere were derived from and were a part of the European system. The war was fought by the Powers allied against Germany for the avowed purpose of preventing an effort on the part of Germany to arrest or denature the progress of the human race. The United States intervened "to make the world safe for democracy" and "to safeguard the ideals of our common civilization."

The war ended in the complete triumph of the Allied and Associated Powers. Eight years have passed since Germany collapsed. Have we attained our object? If not, why not?

What will be the verdict of future historians, about us and our work, we do not know. Nor does it matter so much as that we should be as fully acquainted as possible ourselves with exactly what happened to cause the World War and to leave Europe, after the victory, impotent to profit by it for the common good of all Europe and the whole world.

Here is where the contemporary historian comes in. He has lived through the tragic days; he applied himself to an exhaustive study of the history of the generation before 1914; he studied the war and the Peace Conference as an observer and a participant, actually on the ground; he has rewritten the history of the nineteenth century in the light of the tragic failures of European diplomacy; and, following close upon the heels of events, he has made his record of the evolution of Europe since 1918.

It matters more now than in any other great crisis of history that books dealing with contemporary events can be put quickly into the hands of readers. The reason is obvious. The statesmen who make history derive their power from parliaments elected by universal suffrage. Public opinion, upon which the course of contemporary history depends, has to be formed by what knowledge it can get of the issues with which statesmen are dealing. Where are we going to get this knowledge? From newspapers? From magazine articles? From lectures? From political speeches? From courses in current events? To a large extent, yes; but if we want to form independent judgments, if we want to do our part in influencing public opinion to take the attitude that we believe to be the right one, we must read contemporary history. We turn to books to get a mass of detailed information on some specific problem confronting Europe in which we and our country are especially interested or involved. We turn to books to get the story of the events that astound and perplex and trouble us in their general European setting, interlocked as they are with other questions. Most important of all, we turn to books to get the background, so essential for us to have in forming fair and wise judgments.

"I am so bewildered by the number of books that are appearing on Europe that I get out of the quandary of choice by reading none," a college professor said to me recently. He thought he was being funny. Rather was he pathetic, reminding one of the donkey that stood at equal distance from two bales of hay and starved to death.

Too many books are being written about contemporary Europe, of course! But too many books are being written about every subject! I had a letter from a friend this morning who does not like Atlantic City because it has "too many people and too much food." But we must have companionship and we must eat. So, too, must we read. Let us not be

dismayed, like the college professor and the donkey, because we are called upon to make a choice.

Our zeal for knowledge of contemporary Europe need not lead to indiscriminate book buying and book reading. There are many ways to get guidance and advice. At least half a dozen periodicals carry excellent reviews on books about contemporary Europe; and there is generally one newspaper in every large center that reviews judiciously the more important works. The American Library Association makes a selection of recommended publications every year, called *Book List Books*. In it one finds the outstanding volumes on every subject chosen by fifty-odd librarians. Your own librarian can help you. You can help yourself by looking over the new books on contemporary history, and making your own choice. I have never yet found a man eager to know more of contemporary Europe who had not discovered, without being lost in a maze of books, many of those that would inform and stimulate him most. Everybody misses a few of the best books. Even libraries do. But the exceptions prove the rule.

The average person cannot be expected to spend an undue amount of time in reading contemporary European history. He is not a specialist, and other subjects claim their share of his thought and attention. This fact makes all the more important that what reading is done should not be desultory, but for a purpose. The purpose is more light—sane and reliable light—upon current events, upon topics uppermost in daily conversation, upon problems affecting international security and economic prosperity and the foreign policy of the United States. Let us do a little reading in contemporary European history, getting facts and awakening interest, and see what a difference it makes when we look over the newspapers and current periodicals.

If you are a reader of a newspaper that makes an honest effort to present day by day what is happening in Europe, you will have a greater appreciation of the service that is being rendered you and of the ability and sincerity of the correspondents whose despatches greet you at the breakfast table. You will be a more careful reader of the *Literary Digest* and a more interested reader of *Current History*. You will get more out of articles on European affairs in other magazines. You will not be led astray so easily by propaganda and special pleading.

No brief list of books on contemporary European history will satisfy anybody, least of all the one who has made it. The reason is three-fold. The field is not covered by eight titles; the books that deserve to be read and that ought to be read are very many; and a reader, once started, will not stop when he has completed the eight. All one can hope to do is to suggest a few stimulating books, each of a different kind and in a different field, but which, taken together, give a fairly comprehensive picture of contemporary Europe.

First of all, we need to brush up our general background of European history by recalling things that we have forgotten, getting new and wider knowledge,

and bringing into our survey the contacts of Europe with the rest of the world. For this purpose there is no better book than *Modern History*, by Carlton J. H. Hayes and Parker Thomas Moon. We must not be frightened by its size—eight hundred odd pages—or by the fact that it is a textbook, with questions for review and a bibliography at the end of every chapter. There is not a dull page in it. Nor should we consider it too elementary when we discover that it was written for secondary schools and that our own children may be studying it. No matter how much we may think we know, we need to be grounded by reading a simple and succinct work on European history which links up the past with the present.

The presentation is clear, comprehensive, and forceful. Other excellent textbooks cover the same field; but the two Columbia professors have not been content to add chapters to works of an earlier time, thus bringing an old book "up-to-date." They have written since the World War, and they have succeeded admirably in the intention expressed in the preface "to tell an entirely new story of the last four hundred years." That story, from the post-bellum viewpoint, is a good introduction to a more detailed study of the new era that began with the Congress of Berlin.

We are ready to turn to G. P. Gooch's *History of Modern Europe: 1878-1919*. Another formidable volume! But it holds us. Beginning at the place where events start to be familiar because we remember when they happened, we are introduced to contemporary history by a writer who is fair-minded and who has remained singularly free from the prejudices that have harmed the work of so many historians since 1914. Dr. Gooch traces not only the development of the alignment of the Great Powers into the Triple Alliance and the Triple Entente, but he gives a dispassionate story of the negotiations preceding 1914 and of the World War itself. The book lacks, however, certain indispensable information about internal political, economic and social developments in the countries whose international relations are so ably set forth. To supply these lacunae (Dr. Gooch's book is avowedly limited to international diplomacy) chapters XI, XII, XIII, XXII, XXIII, and XXIV in J. S. Schapiro's *Modern and Contemporary European History* (Houghton, 1922), could be read. Or, if this phase of the subject attracted the reader particularly, the latter half of volume II of J. H. Robinson and C. A. Beard, *The Development of Modern Europe* (Ginn, 1908), would prove illuminating.

It is difficult to understand contemporary European history without a fuller and more intimate account of the spirit underlying the formation of the German Empire and of the third French Republic than is given in general history. For this reason two biographies are recommended: *Bismarck*, by Charles G. Robertson, and *Gambetta*, by P. E. L. Deschanel. There are numerous books about Bismarck, and his own souvenirs were published; but most of these take

too much for granted to be useful to the general reader. Robertson's *Bismarck* is unbiased and was compiled from original sources; it has the merit of a popular style; and the writer has avoided stressing what is unimportant. Deschanel's *Gambetta* is valuable for more reasons than that it is a good biography. The biographer was a statesman who played a leading part in French political life before and during the World War, and who succeeded Poincaré as President of the Republic. Eminent as scholar and writer and parliamentarian, M. Deschanel was well qualified to tell the story of the early years of the third Republic and to outline the forces that were at work in France after 1870. Reading these two books together, one gets new light on the causes of the undying enmity between Germany and France.

To the motives and spirit of British diplomacy and the role of Great Britain during the last generation, we are introduced by one who speaks with unquestioned authority, Lord Grey of Fallodon, in *Twenty-five Years: 1892-1916*. This is one of the most honest autobiographical records ever written by a statesman. The man who was at the head of the British Foreign Office during critical years of Britain's history does not tell all that he knows, of course, but he tells pretty nearly all. He possesses the merit of not being a special pleader for himself, and he is only unconsciously so for his country. In fact, his straightforward and delightful narrative is at times almost naive. What Lord Grey has to say takes two volumes, but none who wants to appraise for himself the conflicting forces in Europe in our own day will fail to read his unique picture—and revelation—of the causes of troubles and conflicts.

Unfortunately, we feel that we cannot recommend any single book that gives us for contemporary Russia and Italy what the three books above give us for contemporary Germany, France, and Great Britain. Fascinating books have been written on the unification of Italy, but they are a little before our period; and none throws the light we demand on Fascismo and Mussolini. It is the same with the Soviet movement in Russia. Both hatred and enthusiasm are too intense. Lenin and Mussolini are too recent—even for contemporary history!

Of special books, we need three to complete a rounded survey of contemporary Europe. We must choose books that will answer three questions. What were the sources of antagonism outside Europe that kept the continent in turmoil and precipitated the World War? Why were the problems of the Near East and the Mediterranean so difficult that the Great Powers in conclave could never find a solution that would prevent the catastrophe of 1914? Why did not the defeat of Germany give peace to Europe in our day?

The third edition of Ramsay Muir's *The Expansion of Europe* (to which he gives a significant subtitle, "The Culmination of Modern History"), answers the first question from the British point of view. Mr. Muir has no misgivings as to his own country's role and destiny in world history. His

first hundred pages are a rapid and brilliant summary of the overseas activities of European states up to 1878. The bulk of the book deals with "world-states" and the relation of the expansion of Europe to the World War. Throughout, Mr. Muir glorifies England. The author's partisanship does not offend or disturb us. It is good for us to have this honest and thoroughly British statement of the most disturbing factor in contemporary European history—colonial rivalry. Since Great Britain is by far the most important "world-state," it is valuable to look at the world through an Englishman's eyes. Nothing can help us better to understand the problems that still remain unsolved in the struggle of the Great Powers for equality in colonizing areas, world markets, and access to raw materials. So we have not hesitated to put Mr. Muir's book on our list, even though he has no misgivings as to his own country's role and destiny in world history. Our two general books have given us an unbiased foundation, and we have read Lord Grey's revealing story of British diplomacy. But if the reader feels that he has to have something to offset Mr. Muir, we suggest the work of another Englishman, a Cambridge don and brilliant student and critic, G. Lowes Dickinson, whose *International Anarchy* has just been published in this country (Century, 1926).

The Near East and the Mediterranean are the danger zones of Europe in contemporary times. The sources of conflict among the Great Powers, as well as the reasons for their alliances, are to be found in the Balkans, Turkey, the Austro-Hungarian Empire, and the North African coast of the Mediterranean from Egypt to Morocco. Economic and social evolution and diplomatic effort only postponed from decade to decade the conflict that broke out in 1914.

The New Map of Europe, by Herbert Adams Gibbons, tells the history of the years immediately preceding 1914, in the Near East and the Mediterranean. It is a story of events rather than of diplomatic intrigues. It is an eye-witness account of the disruption of the Ottoman Empire through revolutions and through the three wars that led up to the World War. This book was first published in the autumn of 1914, and it has gone through many editions. The author has never revised the book or changed any opinion expressed in it because he felt that the record would be more valuable if it were left as originally written. The moment was psychologically well-chosen to tell, without too much reference to events before 1908, just how what happened in the Near East and the Mediterranean had made a European war inevitable. The summer of 1914 was the only time that this story could have been written dispassionately as to opinions, but passionately as to events.

Books of the post-war period, dealing with the aftermath of the war, have had a difficult time of it. The trouble is that no question in Europe since 1918 seems to have received a definite solution. An era ended with the signing of the Paris treaties in 1919 and 1920. Everything since then has been confusion

through the continuance of unsettled conditions arising from the war and the treaties. Most books are polemics or highly specialized, dealing at length with one issue out of many. The few that have attempted to review objectively the history of Europe since the war have become "out of date" almost as soon as they were published.

Francesco Nitti's *The Decadence of Europe* is a polemic, and rather a bitter one. It contains a comparison of the Treaty of Paris (1815), with the Treaty of Versailles (1919); an examination of the Treaty of Versailles; an exposition of the consequences of the war and the peace treaties in Europe; and a suggestion of certain "paths of reconstruction." Several considerations have prompted us to put Signor Nitti's book on our list in preference to any other critique of the Paris settlement or description of post-bellum Europe. The author is an Italian, and Italy may soon play a decisive role in contemporary history. He was premier of Italy when the treaties were signed; and his testimony, therefore, has the same kind of authority as Lord Grey's. Most im-

portant of all, Signor Nitti is an eminent political economist, with an equipment for judging the Treaty of Versailles better than that of any other statesman in high position in Allied countries during the year that the treaty was put into force. Nitti is more vehement than an Anglo-Saxon would be. But that does not make his work less interesting, and he writes thoughtfully and earnestly. His facts cannot be challenged; and after the lapse of several years his deductions and opinions have proved to be only too well founded.

Reading the eight books that are recommended will not be an easy task. The two general background books will take some time. One cannot move through contemporary European history in a rush! But if the effort is made and sustained, and if the course is completed, the reader will feel that he has read with a purpose—and also for recreation. There isn't any better fun and rest than reading history, and of all history the most fascinating is that of our own times.

History of the South in Colleges and Universities, 1925-1926

BY WENDELL HOLMES STEPHENSON, UNIVERSITY OF KENTUCKY

The fact that southern states have taken a new lease on life and are now making progress toward real prosperity awakens an interest in the history of that section of the United States. The South is an empire in itself, its population is constantly increasing, and its valuable resources are being rapidly developed. While the South as an agricultural section is making substantial progress, manufacturing and mining have added diversification of industry which did not exist prior to the Civil War. Cotton and tobacco are being produced in larger quantities than ever before, but at the same time "the rapid development of the iron and steel industry in Alabama and Tennessee, and the still more rapid expansion of the textile industry in the Carolinas,"¹ are reasons for the belief that the South may again assume the position of leadership which it occupied in the ante-bellum period.

It is this economic renaissance, accompanied as it has been by educational advancement, that leads one to inquire into the interest that is being manifested in the history of the South. A study of the catalogues of a large number of colleges and universities reveals the fact that courses in southern history are not confined to institutions in the South, but are also offered at a number of important universities in the central states. This discovery has been substantiated by a questionnaire which was forwarded to several institutions where such courses were known to exist. Much difficulty has been experienced in determining just what constitutes a course in *History of the South*. Some universities list studies in the *Civil War*

and *Reconstruction* under that category while others do not. Whether such a course is in reality *History of the South* depends entirely upon the particular department. Also there is no assurance that every course in southern history has been located. The present study involves enough institutions, however, to show not only the interest in the subject, but also the nature and content of college and university courses in southern history.

SOUTHERN HISTORY IN THE STATES OF THE SOUTH

At least three institutions in the State of Alabama offer courses in southern history. *The Old South* is a one-semester three-hour course at the University of Alabama, open to graduate students and juniors and seniors with adequate preparation. "Settlement; resources; economic development; politics and planter leadership; social and political philosophy; life and literature; religion and education; its part in the building of the nation; and its motive for seceding,"² constitute the important topics around which the course is built. Dodd's *Expansion and Conflict* is purchased by the students, numbering about eighty-five, but extensive collateral reading is also required. *Civil War and Reconstruction* is a study of the decade, 1860-1870, and during the year under review had an enrollment of one hundred and forty. It is also a one-semester course, meeting three times a week, and is open to students in the senior college and graduate school. Rhodes' *History of the Civil War* and Fleming's *Sequel of Appomattox* serve as a basis for study. *The New South*, dealing with the period from 1870 to

the present, gives three semester hours' credit, and is open to the same classes. Thompson's *New South* is purchased by the students, but library assignments form an important part of the reading material. Finally, a seminar consisting of selected topics in the field of southern history is given to ten or fifteen graduate students.

Howard College, at Birmingham, includes the *Ante-Bellum South* in its curriculum, primarily for seniors. The "emphasis is placed upon social and economic development—education, social life, religion, the plantation system, and slavery. An attempt is made to discover the social and economic forces which entered into the making of the southern civilization before the Civil War. The political phases are touched only incidentally." *The New South*, also given primarily for seniors, "devotes some attention to the Reconstruction period and the problems arising out of it," but "new social, economic and political conditions" are emphasized. Each class meets three times a week for one semester, and has an enrollment of about forty-two. A single course, *The South During the Civil War*, is given at Birmingham Southern College to juniors and seniors with high standing.

The University of Georgia lists a course in the *Ante-Bellum South*, which alternates with the *Civil War and Reconstruction*. The former deals with the period from 1607 to 1861, although the emphasis is placed on the history of the South after 1789. This is a two-semester course meeting three times a week, and is open to juniors and seniors. Twenty-five students were enrolled during 1925-1926.

History of the South at the University of Kentucky is a two-semester three-hour course. The first semester's work completes the period to 1860, and consists of a study of the geographical background of southern history, plantation areas and slavery before the Revolution, colonization of southern frontiers, expansion of the plantation system, and the political and constitutional history of the southern states. While collateral reading is stressed, students are required to study Dodd's *Cotton Kingdom*. The work of the second semester embraces the period from 1860 to the present, and divides itself into three parts. Problems of the Confederacy serve as a point of departure, actual reconstruction of the southern states consumes about one-third of the time, but the new South, 1877-1925, receives the most attention. Here again the students are required to do extensive reading in the library, although they purchase copies of Fleming's *Sequel of Appomattox* and Thompson's *New South*. The work of both semesters is open to juniors, seniors, and graduates. In addition extension classes in the same subject are given to groups of public school teachers in a number of centers in the state.

At the University of Louisville the *History of the Old South* is open to graduates and advanced undergraduates, while a seminar in *The Old South* is designed especially for graduate students.

The New South was offered for the first time at Tulane University of Louisiana in 1925-1926. Dur-

ing its initial year it was a graduate course, but it will be opened to undergraduates in 1926-1927. The study extends through two semesters and deals with the period since 1865. An afternoon class in the same subject was attended by about eighty public school teachers.

Duke University³ offers a course in *Union, Confederacy and Reconstruction*, a study of the period from 1860 to 1876, open to seniors and graduates. It meets three times a week for one semester, and enrolled nineteen students during 1925-1926. In alternate years the *Ante-Bellum South* is given. The first semester's work of this study "consists of a survey of the institutional origins, political development, racial elements, local sectionalism, religious and economic conditions in Virginia, the Carolinas and Georgia to 1783." During the second semester, which covers the period 1783-1860, the "rôle of the South in American political and social development is traced with special reference to local conditions, state and regional. Among the topics emphasized are the ratification of the constitution, political ideals and political parties, southwestern expansion, cotton-culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession." A seminar in American history for graduate students consists exclusively of topics in southern history.

Two courses in southern history are available at the University of Oklahoma. *The South* is a three-hour graduate major subject and *Civil War and Reconstruction* serves the same purpose.

Both Vanderbilt and the University of Tennessee offer courses in the *Old Southwest*. At the former the subject deals with the period, 1769-1836, and is open to all undergraduates except freshmen. Vanderbilt also offers a course in the *Southern Confederacy* to about one hundred students. Both classes extend throughout the year and meet three times a week. At the University of Tennessee the *Old Southwest* is a study of the period from 1750 to 1825. This course, like the *Civil War and Reconstruction*, is open to juniors and seniors, and carries three quarter hours' credit. During the year 1925-1926, forty-four students were enrolled in the former; thirty-six in the latter.

At the University of Texas the *Old South, 1783-1865*, alternates with the *Civil War and Reconstruction*. The first is a full year's course meeting three times a week, and during the year under review had an enrollment of forty-six students. A seminar "for the investigation of selected topics, primarily in southern history since 1850," is provided for students in the graduate school.

Two institutions in Virginia schedule courses in southern history. *History of the South from the Revolution to the Present* is an advanced study at the University of Virginia, admitting seniors and graduates to membership. The class meets tri-weekly for two semesters. Washington and Lee divides the history of the South into two parts. The first, *Southern History to 1850*, treats such topics as "the South in colonial politics, and its services in the for-

mation of the Union; interstate and intersectional relations; the social, industrial, educational, and religious development of the Old South; and the sectional controversies prior to the compromise of 1850." The second part, *Southern History from 1850 to 1876*, is a "detailed study of the secession movement and of the struggle for southern independence," closing with a discussion of "state and national problems during the period of reconstruction." The year's work is required for the A. M. degree.

A seminar in *Southern History* is given at the University of West Virginia to seniors and graduates. It embraces the period of the slaveholding South, and Phillips' *American Negro Slavery* is used as a background for study. The course carries two semester hours' credit.

SOUTHERN HISTORY IN THE CENTRAL STATES

At least five universities in the central states east of the Mississippi River have developed courses in the history of the South. The University of Illinois schedules a class in *History of the South*, a two-semester course meeting semi-weekly. The work of the first semester covers the period to 1850, while the epoch from 1850 to 1877 constitutes the work of the second half of the year. Students are required to read Dodd's *Cotton Kingdom*, but, as usual, library readings form the real basis for study. The course is open to juniors, seniors, and graduates, and about forty students are enrolled on the average.

The University of Chicago offers various opportunities to graduate students interested in southern history. During the winter quarter of 1925-1926 *The Old South, 1763-1833*, was given, followed by *The Lower South, 1833-1861* in the spring quarter. *The South and the Civil War* and *Civilization of the Ante-Bellum South* are listed in the catalogue, but were not offered in 1925-1926. Research and problem courses are also available. *The Influence of South Carolina in American History* (winter quarter), *Studies in the History of Secession* (spring quarter), and *Economic Influences of Reconstruction Policy* (summer quarter), are of this type. The attendance varies in the lecture courses from about thirty to more than one hundred. Interest in the history of the South is growing to such an extent that it is becoming difficult to provide sufficient classes to meet the demand.

The South before 1860 is one of the most profitable history courses at Indiana University. The work of the first semester covers the period to 1833, and an intensive study of the period from 1833 to 1860 is made during the last half of the year. A seminar in *Problems of the South during the Civil War* was available in 1925-1926 for seniors and graduate students. Much interest and enthusiasm in southern history has developed at this institution.

History of the South, Colonial, and Ante-Bellum is the title of the course at the University of Michigan. The first half of the work is described as "an economic, social, and political study. The plantation system, with its dependence upon staple crops, unfree

labor, free trade, and local autonomy, is taken as the key to the development and policy of the South." The study continues during the second semester with "the contentions for state rights, the political phases of negro slavery, and the movement for southern independence." A seminar in American history, open to graduates and some seniors, consists of topics which relate mainly to race problems and sectional politics between 1830 and 1865.

Ohio State University provides two courses in southern history. The *Slavery Controversy Through the Civil War* is a study of three and one-half decades from 1830 to 1865, and is open to juniors, seniors, and graduates. Dodd's *Cotton Kingdom* and Macy's *Anti-Slavery Crusade* are purchased by the students, but are not regarded as texts. Likewise, in *Reconstruction and the New South* (1865-1925), two works are assigned to the class—Fleming's *Sequel of Appomattox* and Thompson's *New South*. One quarter is devoted to each course with three meetings of the class per week. Fifteen were enrolled during the first quarter and twenty in the second.

SUMMARY OF COURSES IN HISTORY OF THE SOUTH

The course in southern history most widely offered is *The Old South*, or some period thereof, found in at least sixteen institutions. *The New South* is available at six or more colleges and universities, while at least eight list seminars in southern history. Two universities, Tennessee and Vanderbilt, schedule classes in *The Old Southwest*. Special studies in the *Civil War*, *Confederacy*, or *Reconstruction* are frequently given not only in southern and central states, but elsewhere, east and west.

In general, the lecture and discussion classes are open to juniors, seniors, and graduates, but in a few cases they are limited to graduate students. Technical seminars are provided usually for graduates, although occasionally seniors are admitted. The amount of credit given varies a great deal, and the fact that some institutions are organized on the semester basis and others on the quarter plan, precludes any satisfactory deduction. The total number of semester hours' credit in the field of southern history that can be granted to a student varies from about four to twelve. While no textbooks are available for *History of the South* courses, a few institutions require students to purchase certain works, usually volumes of the *Chronicles of America* series. However, library assignments are always considered the important part of the students' reading.⁴

Enrollment in seminar classes is necessarily limited, but in lecture and discussion groups the number varies from fifteen or twenty to more than one hundred in a few instances. With few exceptions, increasing interest in southern history is reported. The fact that several institutions have organized courses in *History of the South* during the past year leads one to believe that the subject is attracting a great deal of attention, and will be offered by more colleges and universities in the near future.

¹J. N. Alken, "National Realignment on the Tariff Issue," *Current History*, October, 1925, pp. 49-55. See also R. W. Winston, "Rebirth of the Southern States," *Current History*, July, 1925, pp. 538-545; a series of seven articles in the *Review of Reviews*, April, 1926, pp. 365-408; Holland Thompson, *The New South* (Yale University Press, New Haven, 1919), pp. 86-105; Edwin Mims, *The Advancing South* (Doubleday, Page & Company, Garden City, 1926), *passim*.

²This quotation and all others which follow are taken from the 1925 catalogues of the respective institutions.

³The University of North Carolina *Record* lists courses in *The Ante-Bellum Period, 1825-1860; Secession and Civil War*; and the *Reconstruction Period*, but the questionnaire states that no courses in southern history were given in 1925-1926.

⁴William E. Dodd, *The Cotton Kingdom*; Jesse Macy, *The Anti-Slavery Crusade*; Walter L. Fleming, *The Sequel of Appomattox*; Holland Thompson, *The New South*.

The History Assignment: A Suggested Classroom Procedure*

BY BURR W. PHILLIPS, INSTRUCTOR IN THE TEACHING OF HISTORY, UNIVERSITY OF WISCONSIN

Inasmuch as this paper represents the very incomplete fruits of a bit of research carried on in the Wisconsin High School of the University of Wisconsin, it is important to indicate briefly the controlling aim of our experimental work, so that the procedure suggested may be understood in its proper setting. To quote the principal of our laboratory school, the controlling aim of education should be "the production of a people capable of thinking, and with a mental attitude which is tolerant, fearlessly honest, expectant of change, and creative";¹ the production of minds "capable of analyzing problems in the light of facts"; and the "self-active, responsible, socially-minded individual who can be trusted with power."² And guided by such aims, we are trying in our classes to train our pupils so that they are *constantly working ahead, under their own power, and up to capacity*. It is our constant effort to surround them with such conditions, provide them with such equipment, and keep them supplied with such problems that the basis of their education will be growth through a constantly active classroom participation, rather than a process of passive assimilation. In other words, we have little time for mere learning as such. Rather, we are interested in a classroom procedure that will afford our pupils every opportunity for meeting situations that require actively alert, aggressive thinking.

With such controlling aims in mind, it has been our task to attempt to apply to the teaching of the social studies, and more particularly, of history, certain principles of procedure which, over a period of several years, have been tried out in other departments of our school, chiefly mathematics and language, with a considerable degree of success—sufficient to warrant experimentation in other classes. With this experimentation in other fields has come the need of adaptation, oftentimes of very decided modification, and of additional research. The problem is still far from solved. But I feel justified in presenting a survey of the progress made, in the hope

that the procedure outlined may at least be suggestive of possibilities, and that some teachers may feel the urge to carry on and supplement our research where it has been incomplete or inadequate.

At this point, may I make acknowledgment of the principal sources from which I have drawn help and inspiration in making this study. I have not hesitated to borrow widely. In the main, I have accepted and have been guided by the principles suggested by the head of our laboratory school, Professor H. L. Miller, in his own classes and in his two books, *Directing Study* and *The Self-Directed School*, the latter of which was prepared in collaboration with Mr. Richard T. Hargreaves, principal of the Central High School, Minneapolis.³ I have found most stimulating and suggestive the description of the experiment carried on in the University High School of the University of Chicago, published in *Studies in Secondary Education, I*.⁴ And I am constantly finding myself indebted for details to Professor Tryon's very excellent manual, *The Teaching of History in Junior and Senior High Schools*.⁵

OLD METHODS AND PROCEDURE

Most of us have been brought up with a very definite idea of what should constitute the ideal "recitation" or "lesson." Perhaps, we include in our lesson plan the elements of preparation or review, presentation of the new lesson, summary, and the assignment. We know that each "lesson" should be a well rounded unit; that the connection between new material and old should be obvious; that the new lesson should be adequately presented, and neatly summarized; and we appreciate the importance of a carefully made assignment. We know these elementary principles so well that they are almost second nature to us. And very sound principles they are, for the most part. It has become a habit with us to shape our procedure each day along much the same lines. Every "recitation," no matter how organized, will contain this review element in some form; the new material must be presented effectively; careful summarization is most essential; and it is a truism to say that the pupil must always know definitely what problems are to be brought up each

* A paper read at the sixth annual conference of teachers of history in the schools and colleges of Iowa, at the University of Iowa.

day and what progress he is expected to make from day to day.

We know these fundamental rules of the game; and yet most of us are not overenthusiastic about the results of our teaching. We are told, and we know, that our pupils are not really mastering history; that they are not seeing the facts of history in their true proportions and relations; that they are not able to trace important historical developments; that they are not getting a fair picture of the past; and that they are not learning to look at present world conditions and problems in the light of their historical development. And, in some respects most serious of all, is the complaint that our pupils do not learn to *like* history;—that we have never really succeeded in removing the stigma which, in the mind of the high school student, inevitably attaches itself to our subject—that it is lifeless study of a dead past, a dry collection of unrelated dates and facts. One is inclined to wonder how many of our coming historians are getting their first interest in historical study in high school classes. Somehow or other, something is wrong with our teaching—so wrong that our subject has become discredited in many quarters, while its right to a place of some importance in the curriculum is seriously questioned.

And here may I suggest that at least some of the fault may lie in our accepted notions of the "recitation" and the daily "lesson." Is it not possible that, without our knowing it, our emphasis has been too much upon the learning of *lessons* by a *class*, and too little upon the mastery of historical knowledge and the cultivation of an historical attitude of mind by *individuals*? Perhaps it is true that this false emphasis is due to a too rigid adherence to a long-established idea of what should constitute the daily lesson, and that a new procedure is needed which will place the emphasis, from one point of view, upon the integrity of the subject, and, from another point of view, upon the pupil.

To illustrate, have we not, most of us, been in the habit of assigning to a class of thirty pupils exactly the same lesson; and haven't we tried to hold all thirty pupils up to exactly the same standard? And in trying conscientiously to make each "recitation" or "lesson" a well-rounded unit, haven't we tended to violate the integrity of our subject by administering it in piecemeal doses, as it were—too often at the expense of an understanding of the elements of change and development and continuity that are so essential to a true appreciation of history? Would it not be better to develop a procedure that would take into account the peculiarities inherent in our subject, and at the same time make use of what we are constantly learning about the great problem of individual differences within our classes?

It is with such questions as these in mind that teachers have experimented with the various forms of the socialized recitation, with history problems and projects, and with numerous other devices and procedures. And it is in such a spirit of inquiry and research that the present study is being carried on.

THE INDETERMINATE HISTORY ASSIGNMENT

First it is necessary that we consider the history assignment. Our main thesis is that the usual daily assignment is too often merely an arbitrary and unnatural division of the material of history, and that it too often breaks into the integrity of our subject; that the practice of giving the same daily assignment to all the members of the usual high school class is in direct opposition to what we are beginning to know about the psychology of individual differences; and that the whole procedure based on such a practice has tended to encourage what has been called "half-thinking" and "half-learning" of *lessons* rather than a real mastery of *history*. As a result, we too often have an artificial situation, where the teacher assigns lessons and "teaches" (more or less ineffectively) and the class learns lessons (also more or less ineffectively) because the integrity both of the subject matter and of the study process is violated.

As a corrective, we suggest what has been called the indeterminate assignment.⁶ Briefly, the idea is this. We assume that for purposes of presentation any given historical field may be organized on the basis of a few large units—perhaps from eight to a dozen for a year's course. For the understanding of a given unit certain essentials which we may call "working ideas" are absolutely necessary. They are usually the thread of the narrative, the main "plot" or "motif" of the story, and the essential facts of the story understood in their proper relations. No pupil could possibly have a mastery of the unit without a pretty clear understanding and mastery of these "working ideas." It is conceivable that there may be some pupils in the class who will never get any further than a mastery of these "minimum essentials." It is also quite patent that in any normal, wide-awake class, few pupils will be satisfied with the bare outlines of the story. Unless all pupil initiative has been effectively suppressed, the average pupil will want to follow up these "working ideas," pursuing the plot of the story into all its ramifications, finding out why things happened as they did, and investigating some of the great problems of the period or development which he is studying. The gifted pupil will find his spirit of inquiry limited only by the practical elements of time and material available, though he may find some "lasting intellectual interest" that will lead him to continue his study outside the classroom.

In almost any normal class there will be found these three groups of pupils which, for convenience, we may call the fair, good, and excellent groups. There will be the few who are able to master little more than the bare thread of the story; the large number of those who are able to work ahead more rapidly and to cover the ground more thoroughly; and the somewhat smaller group of those who are able to work ahead almost indefinitely—at least until the time allotted for the study of the unit has expired or the available materials have been used up. And, of course, within each group, no two pupils will at-

tack the problems of the unit in exactly the same way or from exactly the same point of view.

With these three groups in mind, the teacher will plan the work for the unit. Instead of making one general assignment for the whole class, or dividing the work up arbitrarily into daily assignments, she will set out three blocks of material, each block covering the whole unit of work. The "fair" block will contain what we have called the "working ideas" absolutely necessary for an understanding of the new unit. The "good" block will include, besides the "fair" block, additional material calculated to challenge the interest and ability of the second group of pupils. Similarly the "excellent" block will contain all of the "good" block plus sufficient additional material to keep the third group working up to capacity as they cover the work of the unit more fully and more intensively than those in the other two groups.

To show more concretely what is included in the three blocks or assignments, it is well to suggest that the "fair" assignment is usually based on the text alone, with outline and map work assigned as notebook work. The "good" assignment includes at least one additional parallel reading in a more detailed work. Reading from the source book may also be included in this assignment. For the "excellent" assignment, the reading of special accounts, biographies, and the preparation of special reports for the class are suggested. The possibilities of variation and enrichment of the "good" and "excellent" assignments will depend largely upon the resources available in the classroom or school library. Of course, the content of the notebook work will be richer and fuller for the good and excellent assignments than for the fair block. And these two assignments are designed to challenge a richer and fuller mastery than is the fair, or minimum, assignment.

EFFECT UPON CLASSROOM PROCEDURE

Next it is important to see how such an organization of subject matter into the three blocks or assignments will affect the procedure of the classroom. Let us assume that the class is taking up a new unit of work. Its first introduction to the new field will be in the nature of a preliminary survey or preview of the whole field presented by the teacher. This preview should not be a lecture, nor should it be too detailed. Rather, the teacher will sketch rapidly the main thread of the story, indicating the problems which must inevitably come up, the outstanding personages, or the ideas which dominate the period to be studied. She will tell her story in such a way as to appeal to the imagination and interest of the pupils; she will tell just enough to arouse curiosity; and she will take care not to tell too much. Probably no two surveys of this sort will be presented in exactly the same way. In a class in European History recently the instructor in his preview of the era of Metternich (1815-1848) called the attention of the class to the problems confronting the Congress of Vienna; to the four great personalities of the Congress—Metternich, Castlereagh, Talleyrand, and Alexander; to the position of France after 1814; to

the continued demands of the Liberals throughout European countries, and to the reactionary policies which dominated the whole period. This was done in a talk lasting perhaps fifteen or twenty minutes and the rest of the sixty-minute period was spent in a very animated group discussion of the whole European situation in 1815. As a result there was no real break between the study of the Napoleonic Period and the new period, the interest of the whole group in the problems of the new era was aroused, and the work on the new unit was begun with proper motivation and orientation. The pupils were then given guidance sheets containing the fair, good, and excellent assignments, a guidance outline for the new unit, lists of important personages, dates, and catchwords, instructions for notebook and map work, and supplementary references; and the class was ready to begin its study of the new period.

After the preliminary survey of the new field by the instructor, the responsibility for carrying on falls at once upon the shoulders of the individuals in the class. For the next two or three class hours, each pupil is busy attacking the fair assignment. He is expected to read the whole story through rapidly at once in order to get the thread of the narrative and in order to sketch in the main outlines of the new picture. Then he masters the story in its details, section by section, with the help of the guidance outline. Class discussion does not begin until the pupils have had time to work well into the field and are able to talk intelligently from the background which they have acquired.

After the second or third day, at least part of the hour is spent in a socialized discussion of the main problems and development of the period. The discussion is as informal as is consistent with orderly classroom procedure. The guidance outline is followed as a rule, but invariably new problems arise which are not included in the outline. In a typical discussion hour, the teacher will present two or three problems to the class for consideration, and in the discussion which follows at least as many more will be brought up by members of the class. The pupil who discusses the new problem is responsible for it in all its phases and is vigorously questioned by the class and by the teacher; or he may in turn develop his problem so as to present new aspects to the class for general discussion. Especially prepared oral reports are also presented at this time, the pupil being responsible for any discussion which his report may arouse. With the teacher as the directing member of the group, this procedure seems to secure a maximum of pupil activity with a minimum of the dominating sort of teacher activity. In a class selected at random, the teacher presented two or three main problems, and asked perhaps a dozen incidental questions, while almost twice as many questions were brought up and disposed of by the pupils themselves.

Since the guidance outline is followed, and since each day's discussion invariably points to the next phase of the work to be covered, no page or section assignments are made from day to day, although at

times it becomes necessary to point out the more difficult phases of the work or to add some explanation to the outline. The greatest effort is made, however, to see that the pupils are constantly working ahead, so that as their appreciation of the new story grows, it will unfold as one unified whole.

An effort is also made to emphasize the fact that study is one integrated process whether the class hour is spent entirely in discussion or in laboratory work, or whether it is divided between "recitation" and laboratory work. In an ideal procedure the urge must come from within the pupil, in both "study" and "recitation," even though the teacher is present to stimulate and to guide. "Study" and "recitation" become merely two aspects of the same process in "which the pupil alternately *thinks through* the new problems he is encountering, and gives expression to the results of his thinking.

And so we do not hesitate to turn the history classroom into a laboratory. Books, magazines, and maps are constantly at hand, and when the class is not engaged in the more formal types of "recitation," the classroom becomes a workshop in which again the pupils work ahead, on their own initiative, under the guidance of the teacher. Skill in self direction is the goal, and mastery is attained only as each pupil works up to capacity. As a rule, the first two or three days on a new unit of work, a part of almost every other class hour, and quite frequently the whole class hour, are spent in what some would call "supervised" study. The members of the class work ahead at different rates of speed, the teacher working with them. The progress which each pupil is making from day to day may be checked on the basis of his active participation in all class discussions, by the information outline which he develops in his notebook as he works into the subject, and by the usual tests and examinations. Incidentally, much of the individual testing and drill that usually take up so much of our "recitation" time, may be done during the laboratory hours.

As the pupils work ahead into the field at varying rates of speed, it is obvious that some will complete the "fair" assignment long before others. As soon as a pupil has completed the "fair" block of work to his own satisfaction and to that of the teacher, he works ahead into the "good" assignment; and similarly the pupil who completes the "good" assignment is free to work ahead into the "excellent" block. By the time the class has completed the discussion of the whole field—perhaps three or four weeks on the average unit of work—the normal group of pupils will include those who, working up to capacity, have been able to complete only the "fair" block; while others will have completed either of the other two blocks of work. And this will have been accomplished without an arbitrary segregation of retarded and advanced pupils, or a division into A, B, and C classes or groups. Each pupil will have had the opportunity to advance just as rapidly as he is able; and at the same time the weaker pupils will have had the advantage of working and rubbing elbows with their

stronger classmates, while the latter will not have been retarded as is so often the case in the usual recitation procedure.

The problem of grades is greatly simplified. Instead of a percentage or letter grade which is bound to indicate "half-thinking" or "half-learning," the pupil receives a grade based on mastery. And mastery becomes a relative term based, at last analysis, upon the pupil's ability. A grade of "fair" means that a pupil working ahead on his own initiative and up to capacity, all the time has been able to master the "fair" assignment. A grade of "good" or "excellent" means that the "good" or "excellent" assignment has been mastered, and that the pupil has been working ahead under his own power, and up to capacity all the time. On the other hand, a pupil who is not working up to capacity may receive a grade of "No Mastery" until he shows satisfactory evidence of progress. Real mastery in history means the ability to see an event, a period, or a movement in its significant relations; to think through an important movement; and to talk or write coherently about it. And as the pupil progresses from the "fair" to the "good," and from the "good" to the "excellent" assignment, his understanding and comprehension of the field become richer and fuller, and his mastery of the subject becomes more and more complete. But note that throughout the process the emphasis is upon mastery through pupil initiative, and pupil endeavor, and that the pupil is learning to be an inquiring self-directed individual in the best sense—one who can think for himself and forge ahead with a minimum of direction from outside.

SOME WEAKNESSES OF THE METHOD

To sum up briefly, our study up to this point has included a discussion of the indeterminate assignment as applied to history, and the way an application of its principles must necessarily affect the organization of material and the whole matter of classroom procedure. The use of the guidance sheet, the preview, the socialized discussion, the classroom as a workroom or laboratory, the problems of individual differences, of mastery, and of grades are all pertinent questions. Remembering that the procedure which we have outlined is in a frankly experimental stage, as far as the field of history is concerned, it remains for us to analyze some of the weaknesses and imperfections in our method, to suggest the work that remains to be done, and to conclude with an estimate of the progress made so far.

There is sometimes a feeling that indeterminate assignments are indefinite or else too comprehensive, and that the pupil of high school age needs the constant direction and stimulus that he gets from the detailed daily assignment. It should be pointed out that the indeterminate assignment is far from being indefinite, and that the pupil knows exactly what is expected of him before he can say that he has mastered any one of the blocks of work. It is true that a pupil unused to our procedure is very apt to be lost for a time, until he gets his bearings. But our experience has been that in a short time the training

in self-direction begins to show and the pupils themselves are more than delighted with the degree of proficiency in self-help which they attain.

There is also the obvious danger that the pupil will read too extensively and that even the gifted pupil will become hopelessly confused in a mass of detail. This seems to be a fair criticism. The only answer is that the teacher has plenty of opportunity during the laboratory periods to make a careful analysis of the study habits, good and bad, of the individuals in the class and to suggest and insist upon the application of corrective measures. In this respect we are beginning to realize that very frequently it is the gifted student who presents our most serious problem.

A third problem which we must face is the fact that such a reorganization of procedure, and such a concept of mastery as the one suggested, demand the development of a new technique of testing for mastery of the different assignments. This work has not yet been done, except in part. A very excellent piece of experimentation has been carried on in the junior high school history classes at the State Normal School at Superior, Wis., by Miss Elizabeth Monger.⁷ Miss Monger has just published a bulletin describing one way of applying the principles of the indeterminate assignment to the teaching of history, and in her description she has included suggestions for tests and drills suitable for this type of procedure. Much may be accomplished in the way of individual testing during the laboratory periods. The pupil's participation in the class discussions is indicative of his mastery. His written examinations and quizzes on each topic will indicate the extent to which the work has been mastered. Upon the completion of some units the pupils are required to prepare, without notes, a full information outline of the whole topic as a final step in the mastery of the unit. These outlines will vary in richness of content and organization, depending upon whether the pupil has completed the "fair," "good," or "excellent" assignment. All of these methods of testing are used, but they can hardly be said to constitute a technique of testing. The main problem seems to be to develop a system that will be flexible and comprehensive, that will test for attitude and understanding as well as for information, and that will not tend to turn the teacher into a bookkeeper.

It is obvious too that such a reorganization of subject matter into "fair," "good," and "excellent" assignments presupposes something in the way of classroom equipment. Invaluable as the textbook is, it is well to remember that the mastery of the text alone is only a beginning for any boy or girl with an active, inquiring mind. Wall maps and reference books will need to be duplicated in order to be available for laboratory use. Depending upon whatever resources are available, the teacher will have to adopt a consistent plan of building up the classroom library so as to provide plenty of material for her classes. And sometimes this must represent the work of years. Generally speaking, it seems to be a wise policy to

duplicate as far as possible the source book and one or two parallel secondary works for each field, and only after a good substantial beginning has been made in this way, to add supplementary material in the form of biographies, special works, historical fiction and the like.

DESIRABLE RESULTS ATTAINED

Many similar problems must of necessity be faced before a procedure which will be in any way ideal can be developed. Our chief concern is that we shall be constantly working ahead toward a procedure that will produce a maximum of pupil activity characterized by self-help and self-direction, and by the type of thinking which may be termed truly creative. With all its imperfections, our procedure seems to be productive of some very desirable results. As far as our own subject is concerned, our pupils do master their history. Because great movements are not broken up into arbitrary daily "lessons," they are able to see events in their significant relations, to trace important historical developments, and to talk and write intelligently about them; they are able to understand current events and movements in the light of their historical past; college seniors and visitors coming into our classes are astonished at the almost mature interest and understanding shown by many of our high school boys and girls; and as history comes to have meaning for these boys and girls, they do learn to *like* history because they know what it is all about.

Our pupils do learn to use books. As soon as practicable, we try to break away from such helps as chapter and page, or paragraph references. Deprived of these props, they soon learn the use of indices and tables of contents, how to page through a book to find needed information. The printed page begins to mean more to them than it ever did before. Again they are learning to be self-helping, self-directed individuals, able to start out on quests of their own without an ever-present teacher to provide them with props, or to tell them exactly what to do next.

Our procedure seems to produce a maximum of pupil activity. There are the usual off days, but with the work properly motivated by the teacher's preview and by the stimulating class discussions, the pupils do work ahead with real initiative. During the laboratory periods there is an atmosphere of work, and in the class discussions there is little need for the old question and answer type of recitation. The teacher suggests the main problem or problems and the pupils are ready and eager to present every aspect of the subjects they have been studying. The teacher's main task then is to take part in the discussion as an active member of the group, to call for conclusions, to add material from her wider field of information, or to keep the discussion within reasonable bounds and moving constantly ahead.

And perhaps a last and most important aspect of our work is that we are frankly facing the problem of individual differences, by an integrated procedure, and not by segregation of the slow pupil or by acceleration in the case of the gifted. A maximum of

individual effort and activity is taking the place of the "group-mediocrity" which some of the traditional procedures have invariably produced. The slow or average pupil attains a relative and progressive mastery, in proportion to his ability and growth. His more gifted classmate attains a fuller and richer mastery by a wider and more intensive study of the same field.

I have not attempted a statistical survey of results. Our experiment has not gone far enough to justify such analysis. But I have tried to indicate the guide lines and major aims of a procedure which in itself is open to the widest possible variation and adaptation. I assume that we want our schools to produce "people capable of thinking" and of "analyzing problems in the light of facts"—"self-active, responsible, socially-minded individuals who can be trusted with power." I am confident that the study of history can be made to play an important part in the training of such individuals. And with a genera-

tion of teachers, well-grounded in their subject, with young, active, and inquiring minds, willing to break away from some of the superstitions of traditional classroom procedure, and to substitute flexibility and variety and a generous teaching of history for worn-out methods, may we not hope to get such results from our teaching that our critics will in time be disarmed, and our subject freed from the stigma which we have not yet been able to remove?

¹ Miller, Harry Lloyd. *Directing Study*. Scribner's, New York, 1922. p. VII (Preface).

² Miller, H. L., and Hargreaves, R. T. *The Self-Directed School*. Scribner's, New York, 1925. p. V (preface).

³ See notes 1 and 2 above.

⁴ *Studies in Secondary Education*, I. University of Chicago, 1923.

⁵ Tryon, R. M. *The Teaching of History in Junior and Senior High Schools*. Ginn and Co., 1921.

⁶ Miller. *Directing Study*, p. 370.

⁷ Monger, Elizabeth. *The Contract System. A Plan for the Teaching of History*. Superior (Wis.) State Normal Bulletin. Vol XX, No. 73, June, 1925.

Music in the History Course*

A Guide to Musical Compositions having Historical Value and available for School use through Phonographic Records

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FOREWORD

The use of music in the history course has been in practice for a number of years in Lanier High School for boys. The object in its use has been to offer an added approach to an event or period, to show the young student that the past, however remote, is always a fertile field for a fine art, to make clear how certain compositions are the cause or the result of existing social or political conditions, and finally to give that fineness of feeling that comes only from an appreciation of good music.

The method of presentation has been through the use of records. Occasionally a student or a member of his family has given an illustration, but for the most part, the selections are too difficult for amateurs. The part played by the students usually consists in giving the plot of an opera, the words of a song, the historical significance of a composition, and in managing the mechanics of the instrument in use.

Whenever the air is sufficiently familiar, boys willingly whistle an accompaniment, though in the earlier years of the high school, they are somewhat shy of singing. After each selection there is a brief discussion, and it is most interesting to get their reaction. They are quite as frank in finding fault as in giving grace, and it is often most gratifying to note how, in the course of a year, their attitude will change.

There is a wide range for a choice of illustrations. It is obvious how advantageously one may use such operas as "William Tell" or the "Huguenots" where

there is a distinct historical background, but very satisfactory results may be obtained from such an opera as "Aida" which is not based on any specific facts and yet is capable of creating a very definite atmosphere.

How much national airs, folk songs, and dances can add to the vividness of a recitation needs no arguing. Perhaps one might question the response of boys of fourteen and fifteen to such differing compositions as Schumann's "Arabesque" and Tchaikowsky's "Marche Slave," yet they are not slow to catch the spirit of each, nor have they "so far left the shores of life to travel inland," as to be insensible to the fairy charm of Mendelssohn's "Midsummer Night's Dream" as they study of mediaeval beliefs and superstitions.

It may seem a far cry to include Bach, yet what a picture one gets of Frederick the Great as, flute in hand and ready for the evening concert, he stops to receive the names of new arrivals and turns to his orchestra to exclaim, "Gentlemen, old Bach has come!" How one follows them as they go first to one royal pianoforte, then to another, until the great composer has played, perhaps, some of the very music about to be given from a record. A boy will always think of Frederick as a great general, and after that he will never forget him as a man.

Of course the music does not preclude but only supplements other illustrative material. A Toledo blade, a bit of azulejos, pictures and models of the Alhambra, a beautiful illustrated edition of Arabian Nights, topped off with Rimsky-Korsakov's "Scheherazade," make a boy catch his breath with "I

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didn't know the Arabs were like that!" and give him an outlook and a tolerance to last a lifetime.

The lists that follow include most of the available recorded material, arranged in alphabetical order. The brief notes under the titles have been taken from many different sources. To avoid undue length in the article, only the titles of operas have been given. The different selections from them can be readily found under the proper heading in the various catalogs of records. The same is true to a certain extent for national airs, folk songs, and dances. Sometimes there is only one illustration from an opera, but even that is helpful.

It is manifestly impossible for anyone to use all of the records without encroaching too much on time allotment. Moreover, each teacher must be the judge of what is best adapted to the group in hand. Some plots¹ are unsuited and some music² too heavy for immature minds, and to use them would be to defeat the purpose, but it is possible to make such a selection that, like Oliver, boys will "ask for more," only with this difference, that they will get it, happily.

A BRIEF BIBLIOGRAPHY

- A Book of Operas, Krehbiel. Macmillan.
 A Second Book of Operas, Krehbiel. Macmillan.
 Afro-American Folk Songs, Krehbiel. Schirmer.
 Complete Opera Book, Kobbé. Putnam.
 Descriptive Analyses of Piano-forte Pieces, Perry. Theo. Presser Co.
 Dictionary of Music and Musicians, Grove, 6 vols. John Murray.
 A History of Music, Pratt. Schirmer.
 The Indians' Book, recorded and edited by Natalie Curtis. Harper.
 Indian Music—Publications of the Smithsonian Institute, Bureau of American Ethnology.
 Libretti and Scores of Operas, G. Schirmer, N. Y., and O. Ditson, Boston.
 The Negro and His Songs, Odum and Johnson, Univ. of N. C. Press.
 One Hundred Folk Songs of All Nations, Granville-Bantock. O. Ditson.
 A Short History of Russian Music, Montagu-Nathan. Wm. Reeves.
 Sixty Patriotic Songs of All Nations, Granville-Bantock. O. Ditson.
 Standard Oratorios, Upton. McClurg.
 Stories of Our (American) National Ballads, Browne. Crowell.
 Stories of Symphonic Music, Gilman. Harper.
 A Thousand and One Nights of Opera, Martens. Appleton.
 The Victrola Book of the Opera—The Victor Talking Machine Co.

ANCIENT HISTORY

- Acis and Galatea, oratorio by Handel.
 The myth of Acis, Galatea, and Polyphemus.
 L'Après-midi d'un Faune (Afternoon of a Faun), Debussy.
 Descriptive.
 L'Apprenti Sorcier (Sorcerer's Apprentice), Scherz-symphonique, Dukas.
 Related in a ballad by Goethe which is based on an incident in Lucian's "Lie Fancier."

¹ For instance, "Thais" is an example of the kind of plot which, if given at all to immature students, needs careful adaptation.

² "Götterdämmerung" illustrates the kind of music too difficult for the untrained mind.

- Aida, opera by Verdi.
 Time of the Egyptian conquest of Ethiopia. Oriental airs.
 Alceste, opera by Gluck.
 The love and sacrifice of Alceste.
 Atalanta, opera by Handel.
 Atalanta, Meleager, Mercury are the chief characters. Composed for the marriage of the Prince of Wales, 1736.
 Athalia, Mendelssohn.
 Series of compositions for Racine's drama concerning Athalia, through whom idolatry was brought into Judah.
 Attila, opera by Verdi.
 Scene laid at Aquileia, desolated by Attila, leader of the Huns.
 La Belle Hélène, opera by Offenbach.
 Parody on the story of Paris and Helen of Troy.
 Ben Hur Chariot Race, Paull.
 Descriptive march.
 La Clemenza di Tito, opera by Mozart.
 Story of a conspiracy against the emperor Titus and his pardon of the conspirators.
 Cleopatra, opera by Massenet.
 Story of Antony and Cleopatra.
 Coriolanus, overture by Beethoven.
 Tone picture of the Roman leader's tragic story.
 The Creation, oratorio by Haydn.
 Begins with overture representing chaos, then depicts the days of creation.
 The Crucifixion, oratorio by Stainer.
 Dance of Salome, Stcherbatcheff-Glazounov.
 Déjanire, Saint-Saëns.
 Incidental music. The legend of Déjanire, Hercules, and Nessus.
 The Deluge, oratorio by Saint-Saëns.
 Biblical story of the flood.
 Dido and Aeneas, opera by Purcell.
 Based on Vergil.
 Elégie, Massenet.
 Incidental music for de Lisle's play, "Les Erinnyes," based on the "Orestes" of Sophocles, this melody being played as Electra pours out libations at her father's tomb.
 Elijah, oratorio by Mendelssohn.
 Text mainly from the First Book of Kings.
 Eurydice, Caccini—performed 1600.
 Musical setting for Rinnuccini's drama.
 Hark, Hark the Lark, Schubert.
 Song from Shakespeare's "Cymbeline," a king of Britain in the first century A. D.
 Herodiade, opera by Massenet.
 Herod, Salome, St. John are the chief figures.
 Hymn to Apollo.
 Said to date from 278 B. C.
 Hymn to St. John the Baptist, by Paul Diaconus, cir. 770 A. D.
 Iphigenia auf Tauris, opera by Gluck.
 Iphigenia, Orestes, Pylades take leading parts.
 Israel in Egypt, oratorio by Handel.
 The sufferings of Israel, the plagues, the crossing of the Red Sea.
 Jephtha, oratorio by Handel.
 Jephtha's vow.
 Joseph, opera by Méhul.
 Biblical story.
 Judas Maccabaeus, oratorio by Handel.
 The struggle of the Jews against Syria about 160 B. C.
 This work is said to have been inspired by the defeat of the Jacobites in 1745, the Duke of Cumberland being the conquering hero of the great chorus.
 Julius Caesar, opera by Handel.
 Caesar in Egypt after the death of Pompey.
 Latin Hymns of the early church.
 Gloria in Excelsis.
 Gregorian Chants.
 Te Deum Laudamus.

The Messiah, oratorio by Handel.
Prophecies of Christ's coming, events of his life, statement of Christian doctrine.

Moses in Egypt, opera by Rossini.
Plagues and crossing of the Red Sea.

Naiads at the Spring, Juon.

Nabucco or Nino, opera by Verdi.

Ninus, the Assyrian king, and his struggle with the Babylonians.

Nero, opera by Rubenstein.
The wantonness of Nero, the rising against the Christians, Nero's suicide.

Norma, opera by Bellini.
Gaul, shortly after the Roman conquest. Norma, a Druid priestess, is the heroine.

Orfeo ed Euridice (Orpheus and Eurydice), opera by Gluck.
Story of Orpheus and Eurydice.

Orpheus in Hades, opera by Offenbach.
Parody on the loss of Eurydice.

Ossian's Ode from "Werther," by Massenet.

Ossian, a Gaelic poet and warrior of the third century.

Philemon and Baucis, opera by Gounod.
Legend of Philemon, Baucis and Jupiter.

Pythian Ode.

Queen of Sheba, opera by Gounod.
Love story of Adoniram, the sculptor, and Balkis, Queen of Sheba.

Queen of Sheba, opera by Goldmark.
The visit of the Queen to King Solomon. The plot of the opera does not follow the biblical narrative.

Quo Vadis, opera by Nouguès.
The burning of Rome and the martyrdom of the Christians.

Redemption, oratorio by Gounod.
The divisions of the oratorio are "The Creation, Calvary, From the Resurrection to the Ascension, Pentecost."

Le Roi de Lahore, opera by Massenet.
Based on a text taken from the Mahābhārata.

Le Rouet d'Omphale (The Spinning Wheel of Omphale), symphonic poem, Saint-Saëns.
Legend of Hercules and Omphale.

St. Paul, oratorio by Mendelssohn.
Martyrdom of St. Stephen, conversion and career of St. Paul.

Sakuntala, overture by Goldmark.
Based on a legend in the Mahābhārata.

Salammbô, opera by Reyer.
Time of the revolt of the Carthaginian mercenaries during the Punic wars.

Salome, opera by Strauss.
Herod, Herodias, Salome, St. John have leading parts.

Samson, oratorio by Handel.
Samson's blindness and death.

Samson and Delilah, opera by Saint-Saëns.
Familiar Biblical story.

Sappho, opera by Gounod.
The love of the poetess, Sappho, for Phaon, and her suicide.

Sapphic Ode, Brahms.

Satyr and Nymphs, Juon.

Saul, oratorio by Handel.
The relations between Saul and David.

Scipio, opera by Handel.
Scipio as the conqueror of the Celtiberians and his generosity.

Semele, oratorio by Handel.
Semele, Juno and Jupiter are the chief characters.

Semiramide, opera by Rossini.
Semiramis, queen of Babylon, and the murder of her husband.

Seven Last Words of Christ, oratorio by Schütz (1585-1672).
Passion music.

Songs of Egypt—Lament of Isis for the lost Osiris, Granville-Bantock.

Thais, opera by Massenet.
Egypt at the end of the 4th century. "Struggle between Christian asceticism and pagan sensuality."

Theodora, oratorio by Handel.
Theodora, an early Christian martyr.

Xerxes, opera by Handel.
Xerxes, the Persian king, appears as a lover of nature.
No historical significance.

MEDIAEVAL AND MODERN HISTORY

L'Africaine, opera by Meyerbeer.
Vasco da Gama's voyage to India.

Amaryllis, Ghys.
Gavotte melody, a composition by Baltazarini, a favorite composer of the court of Henry III of France, first performed at the wedding of Margaret of Lorraine and the Duc de Joyeuse in 1581.

Andrea Chénier, opera by Giordano.
Andrea Chénier, a poet guillotined in 1794, is an historical personage, though the events of the story are not authentic.

Années de Pèlerinage—2de Année (Years of Pilgrimage—2nd year), Liszt.
Sonetto 104 del Petrarca (104th Sonnet of Petrarch).

Arabesque, Schumann.
Descriptive of Arab methods of ornamentation.

L'Arlésienne, prelude by Bizet.
In the overture Bizet uses the old French Noël, the "March of the Three Kings." French legend has it that every Christmas the "Three Wise Men" visit Provence.

Armide, opera by Gluck.
Founded on Tasso's "Jerusalem Delivered." Rinaldo, the hero, is a knight under Godfrey of Bouillon in the first crusade.

Ascanio, opera by Saint-Saëns.
Concerned with the famous Renaissance goldsmith, Benvenuto Cellini.

Aubade Provençale, Couperin-Kreisler.
Troubadours greeted their lady loves with an early morning song.

Aucassin and Nicolette, Kreisler.
A French tale of the thirteenth century.

Austrian National Hymn—God, Preserve Our Noble Emperor, Haydn.
First sung in 1799 during the Napoleonic wars.

Bach, Sebastian (1685-1750). German composer.
Various compositions.

Battle of Killiecrankie.
In 1689 between the Jacobites under Viscount Dundee and the royal forces. The air to the song was written soon after the battle. The chorus is still older.

Battle of the Nations, Paull.
Descriptive march, Napoleonic period.

Battle of Waterloo, Paull.
Descriptive march, Napoleonic period.

Beggar's Opera, by Gay.
Satire on the high society of England in the eighteenth century.

Benvenuto Cellini, lyric drama by Diaz.
Escapades of the famous goldsmith.

Blue Bonnets Over the Border, Scotch ballad.
Words by Sir Walter Scott, based on an old cavalier song, beginning, "March, March, Pinks of Election."

Boabdil Ballet Suite, Moszkowski.
Boabdil, the last king of Granada.

Bonnie Banks o' Loch Lomond, Scotch ballad.
Supposed to have been written about 1746. The stanzas probably refer to the retreat of Charles Edward.

Bonnie Dundee, Scotch ballad.
Bonnie Dundee was Graham of Claverhouse, the "Terror of the Covenanters."

Boris Godounow, opera by Moussorsky.
Time, 1598. The accession of Boris Godounow to the Russian throne, after having caused the death of the

- Czarevitch Dimitri.** It has been said that the hero "is the Russian nation and the ostensible protagonists are in reality nothing but objects on which the light of nationalism may shine."
- Bourrée, French peasant dance.**
Popular at the French court in the sixteenth century.
- La Brabançonne, Belgian national hymn.**
Appeared in 1830 during the struggle between Belgium and Holland.
- Byrd, William (1543-1623).**
Composer during the reigns of Queen Elizabeth and James I, of England. See compositions under his name.
- Carmagnole.**
Famous song of the French Revolution, composed in 1792.
- Carnival in Vienna, Schumann.**
Composed in 1839, when the "Marseillaise" was prohibited in Vienna. It is introduced "amid the tumult of the masquerade."
- Cendrillon, opera by Massenet.**
Based on Perrault's fairy tale. In the music Massenet "brings back the spirit of the time of Louis XIII of France."
- Chanson Louis XIII et Pavane, Couperin-Kreisler.**
The song was composed by Louis XIII. The pavane was a stately dance suited to the stiff brocades of the ladies and the swords and plumed hats of the gentlemen.
- The Cid, opera by Massenet.**
Roderigo, the Cid, Spanish hero in the war against the Moors.
- Cossack War Song.**
- Couperin, François (1668-1733).**
Organist in private chapel of Versailles, 1693.
See compositions under his name.
- Cristoforo Colombo, opera by Franchetti.**
The discovery of America.
- Crusader's Hymn—Fairest Lord Jesus.**
Tradition has it that this was sung by German pilgrims going to Jerusalem. Another view is that it is a Silesian folk song.
- Czar and Zimmermann (Czar and Carpenter), opera by Lortzing.**
Peter the Great, disguised, at Saardam.
- Danse Macabre, Saint-Saëns.**
A mediaeval superstition that on Hallowe'en the dead of the churchyard rose for a wild dance, with Death as king and leader.
- Damnation of Faust, opera by Berlioz.**
Based on Faust legend. Kobbé says this is the most truly mediaeval of the three scores based on the legend, and that Berlioz characterized the ballad of the "King of Thule" as "Gothic."
- Death of Nelson, Brahms.**
Battle of Trafalgar.
- Les Deux Journées (The Water Carrier), opera by Cherubini.**
Time of Mazarin and the suppression of liberty in France.
- Don Carlos, opera by Verdi.**
Philip II of Spain and his son Don Carlos, whose love for his stepmother leads to his death.
- Due Foscari, opera by Verdi.**
The tragic story of Francesco Foscari, doge of Venice, and his son Jacopo. Early fifteenth century.
- Egmont, overture by Beethoven.**
Based on Goethe's Egmont. The hero's struggle to liberate his people from the Spanish.
- Erkling, Schubert.**
A legend of the Black Forest.
- Ernani, opera by Verdi.**
Early sixteenth century. Don Carlos, afterwards the emperor Charles V, figures in the plot. First produced in Venice in 1844. Police interfered, prohibiting a conspiracy on the stage. Its choruses aroused the patriotism of the Italians.
- Euryanthe, opera by Weber.**
Twelfth century. Based on French tradition. Louis VI of France brings a romance to a happy conclusion.
- Fackeltanz, Meyerbeer.**
A torchlight procession, survival from mediaeval tournaments, sometimes used at German courts in connection with a marriage in the royal family.
- Falstaff, opera by Verdi.**
Falstaff, an historic personage of the time of Henry IV of England. The events of the opera are of no historic significance.
- Fascisti Hymn.**
- Faust, opera by Gounod.**
The familiar Faust legend.
- La Favorita, opera by Donizetti.**
Alfonso XI of Castile and Leonora di Gusmann. Fourteenth century.
- Finlandia, tone poem by Sibelius.**
So national in sentiment that its performance is said to have been prohibited by Russia during the late conflict with Finland.
- Flute Concerto, eighteenth century.**
Composed by Frederick the Great.
- Folk Dances and Songs.**
Many listed in catalogs. Some of special interest have been given in the body of this article.
- Francesca da Rimini, Tchaikowsky.**
Based on Dante's account of his meeting with Francesca da Rimini in the second circle of hell (fifth canto).
- Der Freischütz, opera by Weber.**
Legend of charmed bullets. Krehbiel says of this opera, "In all of its elements as well as in its history, it is inextricably interwoven with the fibres of German nationality."
- Funeral March, Chopin.**
An expression of grief over the loss of Polish independence.
- Gagliarda, Galilei.**
A lively old Italian dance, possibly the parent of the minuet.
- Garibaldi's Hymn.**
Words written in 1859.
- Gavotte—various composers.**
Originally a peasant dance. Its name is derived from Gap, whose inhabitants are called "Gavots." First introduced at court in the sixteenth century. Marie Antoinette brought it back into fashion.
- Germania, opera by Franchetti.**
Germany during the Napoleonic Wars.
- God Save the Czar—Russian national hymn before the Revolution.**
Written by order of Nicholas I, in 1833.
- God Save the King—British National Hymn.**
Much discussion as to origin. First widely popular in 1745, the year of the Jacobite rising.
- Götterdämmerung, opera by Wagner.**
The last of the tetralogy on Norse mythology.
- Greensleeves, or Nobody Can Deny.**
Published in 1584. A favorite from the time of Queen Elizabeth. Words give dress and manners of the age.
- Il Guarany, opera by Gomez.**
Brazil as a Portuguese colony.
- Hatikva, Imber.**
Zionist hymn.
- Hawaiian Music.**
Many titles.
- Hebrew Chants.**
Especially the traditional Kol Nidre used on the Eve of the Day of Atonement.
- Henry VIII Suite, German.**
Dances, incidental music to Shakespeare's Henry VIII.
- Huguenots, opera by Meyerbeer.**
The massacre of St. Bartholomew.
- Hundred Pipers, Scotch ballad.**
An hundred pipers preceded Prince Charles on November 18, 1745, when the city of Carlisle opened her gates to him.

Hungarian Rhapsody, Liszt.

Characteristic folk themes. An expression of Hungarian nationality.

Hymn of Praise, symphony cantata, Mendelssohn.

Composed to celebrate the fourth hundredth anniversary of the art of printing.

In a Persian Garden, Lehmann.

Based on the Rubáiyát of Omar Khayyam.

Iolanthe, opera by Gilbert and Sullivan.

Satire on the Victorian Age.

Ivanhoe, opera by Sullivan.

Based on Scott's novel.

Jesu, Dulcis Memoria.

Generally ascribed to St. Bernard. Possibly written shortly after the second crusade.

The Jewess, opera by Halévy.

Mediaeval attitude toward Jews. It begins with the opening of the Council of Constance.

The Juggler of Notre Dame, opera by Massenet.

Mediaeval monkish service and its reward by the Virgin.

King Olaf, cantata by Elgar.

Text founded on a collection of sagas of Norwegian kings by Snorre Sturleson, an Icelandic of the twelfth century.

The Lady of the Lake—Songs—Time of James V of Scotland.

Coronach, Shubert.

Hail to the Chief, Sanderson.

Soldier Rest, Kroeger.

Lament for Charlemagne.**The Legend of St. Elizabeth, Liszt.**

Thirteenth Century.

Lilliburlero.

"The following rhymes," says Dr. Percy, "slight and insignificant as they may now seem, had once a more powerful effect than either the Philippics of Demosthenes or Cicero, and contributed not a little toward the great revolution of 1688."

Lohengrin, opera by Wagner.

Time of Henry the Fowler and the Hungarian invasions. Mediaeval trial and ordeal by combat figure in the opera.

The Lombards, opera by Verdi.

Time of first crusade. When this opera was first performed in 1843, though there was no direct reference to Italy's sufferings, the feeling against Austria was so strong that the police could not prevent a demonstration when the chorus sang the hymn to liberty, beginning, "O God of all nations." Rossini dubbed Verdi "The musician with the helmet."

The Lorelei.

Rhine legend.

Lully (1639-1687).

Composed music for court ballet in which Louis XIV danced side by side with Lully.

Lucrezia Borgia, opera by Donizetti.

Early sixteenth century. Lucrezia Borgia and the Borgia poison.

Luther's Hymns.

A Fortress Strong is Our God.

First published in 1538. Composer of the melody not yet traced. Heine called it the "Marseillaise of the Reformation."

Vom Himmel Hoch.

Madame Pompadour, opera by Fall.

Manners and morals of the favorite of Louis XV.

Madame Sans Gêne, opera by Giordano.

Time, August 10, 1792, and September, 1811. Scenes show the French Revolution and the court of Napoleon.

Madrigals.

Originated in Italy in the sixteenth century, cultivated in England.

Magic Flute, opera by Mozart.

Produced when the Austrian government opposed freemasonry, which was suspected of fostering liberal ideas in religion and politics. In the libretto some of the

principles of the order are introduced. Some think the characters typify Maria Theresa and others of the royal family. The action, however, takes place in ancient Egypt.

March of the Cameron Men, Campbell.

Alludes to the rising of 1745. The chief is Donald Cameron of Lochiel.

March of the Men of Harlech.

National hymn of Wales. Refers to the siege of Harlech castle by the Earl of Pembroke, in 1468.

March Slave, Tschaiakowsky.

Written in 1876, during the war between Turkey and Serbia. Characteristic Russian themes.

Masaniello (La Muette de Portici), opera by Auber.

Popular uprising in Naples in the seventeenth century. It is said that its production in Brussels, in 1830, precipitated the rising against the Dutch.

The Marseillaise.

National hymn of France. Words and music attributed to Rouget de l'Isle, 1792.

Masked Ball, opera by Verdi.

Written for San Carlo opera house, Naples, after the Orsini attack on Napoleon III. It was originally called "Gustavo III" for an assassinated Swedish monarch and contained a murder in the plot. Verdi was ordered to change this, refused, and was sued for breach of contract. A riot followed. Italians aroused against Austria followed Verdi through the streets shouting, "Viva Verdi," significant when the initials of Verdi's name were taken to indicate "Vittorio Emanuele, Re D'Italie." The opera was finally produced in Rome, with Gustavo III changed to Richard, Count of Warwick and governor of Boston.

Masque of Comus, Lawes.

Produced at Ludlow Castle, in 1634. Masques were much in vogue in England under James I and Charles I.

Maximilian Robespierre, overture by Litoff.**Mazurka—Polish dance—various composers.**

Known in the sixteenth century. Augustus III, elector of Saxony and king of Poland, 1733-1763, introduced it into Germany. After the partition of Poland it became a "Russian spoil."

Mefistofele, opera by Boito.

The Faust legend.

The Meistersinger, opera by Wagner.

The mastersingers of Nuremberg in the sixteenth century. Hans Sachs is one of the chief characters.

Midsummer Night's Dream, Mendelssohn.

Incidental music. Mediaeval fairy lore.

Minuet—various composers.

Court dance of Louis XIV, Charles II of England, colonial America.

Morris Dance—English.

Associated with May day which suggests part of a pagan festival of sun worship before the introduction of Christianity. Another version of its origin is that it came from Barbary through Spain into England, perhaps as early as the time of Edward III.

Napoleon's Last Charge, Paull.

Descriptive march.

National Airs of Various Countries.**Nell Gwynn Dances, German.**

Time of Charles II of England.

Nobody's Gigge from the Fitzwilliam Virginal Book, Farnaby.

About the seventeenth century.

Oberon, opera by Weber.

Mediaeval fairy-lore mingled with scenes at the court of Haroun-al-Raschid and at Aix-la-Chapelle.

Old Hundred—Hymn.

Earliest known version in a Huguenot Psalter published in Geneva in 1551.

Oliver Cromwell, concert overture, Geehl.**Overture of 1812, Tschaiakowsky.**

Written for the consecration of the Cathedral of Christ, erected to commemorate the burning of Moscow, in 1812.

- Expresses the awakening of national spirit in Russia as the result of Napoleon's campaign.
- Palestrina (1525?-1594)**, various compositions. He represents the music of the Renaissance. He composed church music to conform to the dictates of the Council of Trent.
- Parsifal**, opera by Wagner. The legend of the Holy Grail.
- Patience**, opera by Gilbert-Sullivan. Parody on the aesthetic craze in England in the eighties.
- Patrie**, opera by Paladilhe. Alva in the Netherlands.
- Pavane—old French dance**. Reached height of popularity in the reign of Henry III. Name said to be derived from Pavo, a peacock, because of the spreading of rich garments by those who danced its stately measure.
- Piccolo Marat**, opera by Mascagni. Based on episodes at Nantes during the French Revolution.
- Pinafore**, opera by Gilbert-Sullivan. Satire on the Victorian Age.
- Pirates of Penzance**, opera by Gilbert-Sullivan. Satire on the Victorian Age.
- Polonaise**, Chopin. At the ceremonies incident to the accession of Henry of Anjou, later Henry III of France, to the Polish throne, in 1573, the nobles and dignitaries of the land were presented to him in the throne room at Cracow. A formal march was arranged and music suitable to it was composed. This was the origin of the polonaise. To Rubenstein, Chopin's A Major Polonaise, op. 40, Le Militaire, seemed to picture Poland's greatness, the one in C minor her downfall. Liszt said, "In this form the noblest traditional feelings of ancient Poland are represented."
- Pomp and Circumstance**, Elgar. A melody in this known as "Land of Hope and Glory," is sung throughout the British empire as a national song.
- Prince Igor**, opera by Borodin. Based on a national epic poem, the "Epic of the Army of Prince Igor," which describes the expedition of Russian princes against the Polovtsi, a nomadic people who invaded Russia about the twelfth century.
- The Prophet**, opera by Meyerbeer. Concerning John of Leyden, the Anabaptists, and the uprising in Münster in the sixteenth century.
- Purcell, Henry (1658-1695)**. Organist of Westminster Abbey and of the Royal Chapel under Charles II of England—see compositions.
- Puritani**, opera by Bellini. Time of Cromwell, Roundheads, Cavaliers, and the escape of Queen Henrietta Maria, figure in the plot.
- Radetsky March**, Strauss. Radetsky, leader of the Austrians in suppressing the Italian struggle for independence in 1848.
- Rákóczy March** from the "Damnation of Faust," Berlioz. The original composer is said to have been a gypsy court musician of Prince Franz Rákóczy whose family led in the struggle for Hungarian independence. National air of Hungary.
- Raymonda**, opera by Glazounov. Mediaeval life at the time of the crusades.
- Requiem Mass in C minor**, Cherubini. Written as an anniversary mass for Louis XVI.
- Rheingold**, opera by Wagner. Norse mythology.
- Rienzi**, opera by Wagner. Strife between patricians and populace in Rome during the fourteenth century and the dramatic leadership of Rienzi.
- Rinaldo**, opera by Handel. Time of the first crusade.
- Robert le Diable**, opera by Meyerbeer. Thirteenth century. Legendary story of Robert, duke of Normandy, banished to Sicily.
- Robin Hood**, opera by DeKoven. England under Richard I and the exploits of Robin Hood.
- Romeo and Juliet**, opera by Gounod. Feuds of noble families in Italy, in the fourteenth century.
- Rounds**. Summer is Icumen in (English). Thirteenth century. Three Blind Mice, etc.
- Ruins of Athens**, Beethoven. Written and produced at the time of the Greek struggle for independence.
- Rule Britannia**, Arne. First performed in honor of the accession of George I of England. Southey calls it, "The political hymn of this country." Wagner said the first eight notes contained the whole of the British character.
- Sadko**, opera-legend, Rimsky-Korsakov. Sadko, a minstrel hero of the eleventh century. Record of his deeds in the "Cycle of Novgorod."
- Saint Patrick's Day**. Pipers played this to arouse the Irish at the battle of Fontenay.
- Scheherazade**, symphonic suite, Rimsky-Korsakov. Based on Arabian Nights.
- Scots Wha Hae wi' Wallace Bled**. Burns' idea of Bruce's address to his men at the battle of Bannockburn. The air is an old Scotch melody, "Hey Tutti Taitie."
- Sellenger's Round**. Elizabethan dance, probably named for Sir Anthony St. Leger whom Henry VIII appointed Lord Deputy of Ireland.
- Shamus O'Brien**, opera by Stanford. End of the eighteenth century. The Irish hero struggles against England.
- She is Far From the Land**. Moore wrote this song to an old tune to commemorate the feelings of Sarah Curran, beloved of Robert Emmet, the Irish leader, who was executed in 1803.
- Sicilian Vespers**, opera by Verdi. Time, 1282. The massacre of the French in Sicily.
- Siegfried**, opera by Wagner. Norse mythology.
- Song of the Vikings**, Faning.
- Stabat Mater**, Rossini. Musical setting for a mediaeval hymn, probably written by a Franciscan monk of the thirteenth century.
- Star of the North (L'Etoile du Nord)**, opera by Meyerbeer. The love of Peter the Great for Catherine, a cantinière.
- Symphony No. 3 (Sinfonia Eroica—Heroic Symphony)**, Beethoven. When Beethoven composed this symphony, he placed on the title-page two names, his own and that of Napoleon. Just as it was about to go to press he heard of Napoleon's coronation. Realizing his mistake in thinking of Napoleon as an unselfish liberator, he tore off the title-page. Later it was dedicated to Prince Lobkowitz and was inscribed, "Sinfonia Eroica, composed to celebrate the memory of a great man."
- Tancred**, opera by Rossini. Based on Voltaire's play. Time, 1005. Place, Syracuse.
- Tannhauser**, opera by Wagner. Time, thirteenth century. Legend and romance. Picture of a contest among minnesingers at the Wartburg.
- Till Eulenspiegel (Till's Merry Pranks)**, Strauss. Tone picture of the German Till Eulenspiegel, a history of whose life appeared about 1483 and about whom many popular tales center.
- To War Has Gone the Duke of Marlborough (Malbrook s'en va-t-en guerre)**. The original air is supposed to have been brought to Europe from the Crusades, but this is not established. It was probably in existence about the time of the

battle of Malplaquet. It was used by Marie Antoinette as a cradle song for the dauphin. The melody is still sung in some parts of Egypt and Arabia, where they claim it to be an Egyptian folk tune. In England with some alterations it is known as, "We won't go home till morning." It does not state any historical facts.

Trial by Jury, opera by Gilbert-Sullivan.

Satire on Victorian Age.

Tristan and Isolde, opera by Wagner.

Legend, popular in Middle Ages. The poem of Gottfried of Strassburg, thirteenth century, is the direct source of the plot.

Troubadours and Trouvères.

Châtelain de Coucy. Twelfth century.

When the Nightingale shall sing.

Adam de la Hale. Thirteenth century.

J'ai encore un tel paste.

Robins m'aime.

Thibaut of Navarre. Thirteenth century.

Pour mal temps ne pour gelée.

Two Grenadiers, Schumann.

The return to France of two of Napoleon's soldiers captured in Russia. The Marseillaise is introduced here as in the "Carnival in Vienna."

The Vagabond King, opera by Friml.

François Villon and Louis XI of France.

Veni Creator Spiritus—called Charlemagne's Hymn.

Also attributed to Charles the Bald, grandson of Charlemagne.

Viking Song, Coleridge-Taylor.

Volga Boat Song (Russian).

Song of the so-called Burlaks, barge-haulers of the Volga, most miserable of Russian serfs. The rhythmic song helped them stand the strain of their work.

Walkure, opera by Wagner.

Norse mythology.

War Song of the Normans.

Said to have been sung at the battle of Hastings.

Watch on the Rhine, German national song.

Words written in 1840, made popular by music in 1854. Immense popularity during Franco-Prussian War.

Wearing of the Green—Irish national song.

Appeared as an anonymous street ballad during the rebellion of 1798 and was forbidden to be sung.

Willow—English song.

About 1600.

William Tell, opera by Rossini.

Conflict between William Tell, Swiss patriot, and Gessler, the Austrian governor, in the Swiss struggle for freedom. Thirteenth century.

Yankee Doodle.

Sung in England under Charles I. When the struggle began between Cromwell and Charles I, the air was sung by cavaliers in ridicule of Cromwell, who was said to have ridden into Oxford on a small horse with his single plume fastened into a sort of a knot called a "macaroni."

AMERICAN HISTORY

Battle of Gettysburg, Paull.

Descriptive march.

Cowboy Songs.

Death of Custer, Johnson.

Descriptive fantasia.

General Pershing March, Vandersloot.

Girl of the Golden West, opera by Puccini.

California mining camp, 1849-1850.

Hiawatha, opera by Coleridge-Taylor.

Based on Longfellow's poem.

Hull's Victory.

Hull commanded the "Constitution," in combat with the "Guerrière."

Indian Music.

By the Waters of Minnetonka, Lieurance.

Every Day Song (Mohawk).

From an Indian Lodge, MacDowell.

From the Land of the Sky Blue Water, Cadman.

Gambler's Song (Blackfoot).

Navajo Indian Songs.

Penobscot Tribal Songs.

National Airs and War Songs.

America, written about 1832.

America, the Beautiful.

Civil War:

Confederate Songs.

Dixie.

Maryland, My Maryland

Tenting on the Old Camp Ground.

Union.

Battle Cry of Freedom.

Battle Hymn of the Republic.

John Brown's Body.

Marching Through Georgia.

Tramp, Tramp, Tramp.

Columbia, the Gem of the Ocean, written about 1843.

Hail Columbia.

1798, when the U. S. was on the verge of war with France.

Star-Spangled Banner.

Written during the War of 1812 between the U. S. and England.

Spanish-American War:

Good-bye, Dolly Gray.

Just Break the News to Mother, Harris.

On the Banks of the Wabash, Dresser.

Hot time in the Old Town To-night, Chattaway.

World War:

Keep the Home Fires Burning.

K-K-K-Katy.

Over There.

Pack Up Your Troubles.

There's a Long, Long Trail.

Tipperary.

Besides the songs, there are also such compositions relating to the world War as:

Departure of the American Troops for France, Hager.

Arrival of the American Troops in France, Hager.

There are also many patriotic selections, such as Sousa's "Stars and Stripes Forever."

Yankee Doodle.

In 1755 the tune was used in America with words suggested by the contrast between the appearance of the Continentals and the British troops near Albany. It afterwards became the war song of the Americans in the Revolution.

Natoma, opera by Herbert.

California under Spanish rule.

Negro Music.

Blues—Numerous titles.

It has been said that the genuine "Blues" have a basis in older folk-song and that they are essentially racial.

New World Symphony, Dvorák.

Based on negro themes.

Spirituals.

Mainly from slavery times and expressive of the negro's faith and feeling. Among the finest are:

Deep River.

Go Down, Moses.

Heab'n.

Little David, Play on Your Harp.

Live a Humble—and many others.

Victory Ball, Schelling.

Based on the poem of Alfred Noyes. An echo of the Great War.

Textbooks in the Social Studies*

PREPARED BY THE SECRETARY'S OFFICE OF THE NATIONAL COUNCIL FOR THE
SOCIAL STUDIES, EDGAR DAWSON, SECRETARY

The National Council for the Social Studies has collected a set of about four hundred volumes, of which a list is now submitted. These titles seem to include all of the books which are definitely texts, and which are thought to be in current, general use for the social studies in the schools. In so far as it has been possible to secure the information from the publishers, and from the other sources available, the list is complete.

Publishers were several times circularized, and a list of the titles of each publishing company was submitted to some one in the firm for a final checking. A large number of bibliographies and syllabi were also examined; the American Education List of the Publishers's Weekly was drawn upon for all the information it could give; and THE HISTORICAL OUTLOOK and other such sources were consulted. The present list does not contain certain material such as syllabi, books on methods, and other aids to the teacher, which it is certain should be collected, classified, and brought into a systematic catalogue.

Books that were becoming obsolete were omitted, mainly because it was almost impossible to obtain information about them. Teachers who find that the texts they are now using have been omitted from the present list are urged to send title to the office of the National Council as soon as possible.

It is true that no mere listing of titles can give information on at least two important points. First, such a list does not show how generally the books are used and, therefore, does not give us any idea of how representative of the present situation particular books are; and second, since titles are often largely for advertising use, the mention of the books tells little about their actual content. In spite of these difficulties, it is hoped that the list may be useful both to those who are planning courses in the social studies, and to those who are investigating the present condition of these studies. No such list as this can ever be finished. It should be reprinted at least once in two years in order to keep it up to date. In its present form, therefore, it is published only as a report of progress; and in the hope that those who go over it will aid us in filling up the gaps and by suggesting further material for inclusion.

At the request of Professor A. C. Krey the books in this collection were examined during the summer of 1926, with a view to discovering whether any useful generalizations could be made concerning them.

*The Statistical data given herein are from a report on the study of the textbooks in this list, made during the summer of 1926, by Margaret Gustafsson and Ruth Goldstein.

The work of compiling the list, and the correspondence with the publishers was carried on mainly by Amabel Redman.

The most striking inference drawn from this study was the wide divergence among books which seemed to be intended for the same general purpose.

Books for the new Problems course of Grade XII, furnish the most prominent illustration of this divergence. The emphasis on political problems varies from 65 per cent. of the space to 13 per cent.; on economics, from 81 per cent. to 9 per cent.; on social questions, from 83 per cent. to 10 per cent., and on international issues, from 15 per cent. to 5 per cent.

Books for the Grade VIII and Grade IX courses in elementary civics vary widely in subject matter and difficulty. No generalization can be made for the reason that hardly any two of these books are similar in any important respect.

Books for Grade XII economics courses vary from Marshall and Lyon's *Our Economic Organization*, which is almost exclusively a description of industry, to Thompson's *Elementary Economics*, which is much like an elementary college text in economic theory. There are also extreme examples which give 100 per cent. to economic theory, or 100 per cent. to description of industry.

In the sociology texts the divergence in subject matter and emphasis is also striking. This may be indicated by the fact that of the ten books examined, one gave 49 per cent. of its space to economics, while one gave only 5 per cent. Nine of these books gave no space to defectives; one gave 12 per cent. Nine gave no space to ethics, one gave 9 per cent. One gave 66 per cent. of its space to the family, while another gives only 3 per cent. to this subject.

Books on government vary in the emphasis given to state, local and national government, and in the emphasis given to functions as compared with the forms or machinery of government.

History books vary in their lines of chief interest; such as political, economic, cultural or social, and military. While some of these terms may be variously defined, it is perfectly clear that there is no agreement among text writers as to the most appropriate subjects for discussion in the effort to attain the purpose of history teaching.

Among the American history texts for secondary schools which were examined, one author devoted 19 per cent. of his space to economics, while another gave less than one per cent.; one devoted to military history 29 per cent. as opposed to another who gave less than one per cent.

In political history the range was from 95 per cent. to 66 per cent. of the text.

The same variation occurs in the texts for European history in secondary schools. The political emphasis ranged from 88 per cent. to 33 per cent.;

military from 43 per cent. to less than one per cent.; and the space given to cultural development differed in two books on Ancient History from 33 per cent. of the text to 13 per cent.

Since pupils are permitted to take courses in the social studies with little or no reference to whether they have taken others or not, and since they are admitted to these courses without much consideration of their progress through the school system, authors and publishers have little to say about the grade for which a particular text is intended. A publisher who decides to issue a text, or an author who decides to write one, prepares the book in such a way as to meet as many different demands as is possible. This results in the books being written less definitely for a particular grade, and so makes it a less useful instrument of education than if it were clearly and frankly offered for a particular grade and for pupils who have completed certain other courses. The present confusion must be eliminated, and teaching must be stabilized in order that teachers may be systematically trained, and methods intelligently developed. The authors and publishers fail to indicate the grade in view in 82 per cent. of the secondary American history books, 75 per cent. of the secondary social science books, and 80 per cent. of the secondary European history books, considered in this study.

From these few figures and from others drawn from this study, the general statement may safely be made that the existing confusion cries out for some stabilizing influence, such as that exerted by the Reports of the Committees of Eight, Seven, and Five, during the early years of the present century. With the decline of this influence, due to the coming of the Junior High School movement, and the demand for a larger emphasis on economic elements in our civilization, and more attention to recent history; there has arisen a demand for new kinds of courses. This demand has been met by the publishers and authors, who have shot at random, hoping that they might hit a market.

It is by no means impracticable to stabilize the content of the courses to be offered fully enough to meet the needs of examining agencies, pupils who transfer from one school to another, and to meet the need of accomplishing real, rather than imaginary, educational results. All this might be done without standardization to a deadening extent.

Criticisms and suggestions are invited, as well as co-operation not only in discovering the omissions in the present list of textbooks, but also in planning further collections of material in this field.

Criticism of the following suggestion would be appreciated. Is this not the time to seek to make a complete file of old textbooks in this field? Of course, it cannot be made complete without considerable expenditure of time and effort, but it would seem to be worth while from several points of view; particularly from that of those who may wish to study the evolution of teaching in the social studies.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES CLASSIFIED CATALOGUE OF TEXTBOOKS IN THE SOCIAL STUDIES FOR SCHOOLS

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Note: Books starred are indicated for Junior High School use.

LIST OF PUBLISHERS *

- Allyn, Allyn and Bacon, 11 East 36th Street, N. Y.
 ABC, American Book Company, 100 Washington Square, N. Y.
 American Viewpoint, American Viewpoint Soc., 13 Astor Place, N. Y.
 Appleton, D. Appleton & Co., 35 West 32d Street, N. Y.
 Benziger, Benziger Bros., 36-38 Barclay Street, N. Y.
 Bobbs-Merrill, Bobbs-Merrill Co., 185 Madison Avenue, N. Y.
 Century, Century Co., 353 Fourth Avenue, N. Y.
 Crowell, Thos. Y. Crowell Co., 393 Fourth Avenue, N. Y.
 Doubleday, Doubleday Page Co., Garden City, Long Island.
 Dutton, E. P. Dutton, 681 Fifth Avenue, N. Y.
 Educational, Educational Pub. Co., 221 Fourth Avenue, N. Y.
 Franklin, Franklin Pub. Co., 1931 Cherry Street, Phila.
 Ginn, Ginn and Co., 70 Fifth Avenue, N. Y.
 Gregg, Gregg Pub. Co., 20 West 47th Street, N. Y.
 Harcourt, Harcourt Brace Co., 383 Madison Avenue, N. Y.
 Heath, D. C. Heath Co., 231-245 West 39th Street, N. Y.
 Hinds, Hinds, Hayden & Eldredge, 5-9 Union Square, N. Y.
 Holt, Henry Holt & Co., 19 West 44th Street, N. Y.
 Houghton, Houghton Mifflin Co., 2 Park Street, Boston, Mass.
 Iroquois, Iroquois Pub. Co., Syracuse, N. Y.
 Johnson, Johnson Pub. Co., Richmond, Va.
 Laidlaw, Laidlaw Brothers, 118 East 25th Street, N. Y.
 Lippincott, J. B. Lippincott, Washington Square, Phila.
 Little, Little, Brown Co., 34 Beacon Street, Boston, Mass.
 Longmans, Longmans, Green Co., 55 Fifth Avenue, N. Y.
 Lothrop, Lothrop, Lee Shepherd, 275 Congress Street, Boston.
 Macmillan, The Macmillan Co., 60 Fifth Avenue, N. Y.
 Merrill, Chas. E. Merrill, 440 Fourth Avenue, N. Y.
 Nelson, Thos. Nelson & Sons, 381-385 Fourth Avenue, N. Y.
 Oxford, Oxford Univ. Press, 35 West 32d Street, N. Y.
 Prentice-Hall, Prentice-Hall Company, 70 Fifth Avenue, N. Y.
 Rand, Rand McNally Co., 270 Madison Avenue, N. Y.
 Sadlier, Wm. H. Sadlier Publisher, 37 Barclay Street, N. Y.
 Sanborn, Benj. Sanborn Co., 15 West 38th Street, N. Y.
 Scribner's, Scribner's, Fifth Avenue and 48th Street, N. Y.
 Scott, Scott, Foresman & Co., 5 West 19th Street, N. Y.
 Silver, Silver, Burdett Co., 41 Union Square, N. Y.
 Southern, Southern Pub. Company, 2015 Jackson Street, Dallas, Texas.
 University, Univ. Pub. Co., Lincoln, Nebraska. (New York Office—325 East 23d Street.)
 U. S. Hist., United States History Pub. Co., Trinity Church Street, N. Y.
 Winston, J. C. Winston Co., Philadelphia, Pa.
 World, World Book Co., Yonkers, New York.

* The publishers listed here have all given generously of their time, and have contributed copies of their publications to the library of the Council. Acknowledgment is here made of their co-operation in the compiling of this list.

SECTION I-A
AMERICAN HISTORY, AMERICAN HISTORY
STORIES, 3-7 GRADES, AND EUROPEAN
BACKGROUND FOR ELEMENTARY
SCHOOLS

Note: Books starred are indicated for use in Junior High School.

- Atkinson, Alice M. *Introduction to American History*. 338 pp. 1919. Ginn.
- Barnes, A. S. *Elementary History of the United States*. 387 pp. 1924. ABC. Gr. 6.
- Barnes, A. S. *Primary History of the United States*. 338 pp. 1919. ABC. Gr. 4-5.
- Barnes, A. S. *School History of the United States*. 402 pp. 1919 Rev. ABC. Gr. 7-8.
- Beard, Chas. A., and Bagley, W. C. *First Book in American History*. 450 pp. 1925. Macmillan.
- Beard, Chas. A., and Bagley, W. C. *History of the American People*. 659 pp. 1924 Rev. Macmillan.
- Beard, Chas. A., and Bagley, W. C. *Our Old-World Backgrounds*. 509 pp. 1925. Macmillan. Gr. 5-6.
- Blaisdell, A. F., and Ball, F. K. *American History for Little Folks*. 135 pp. 1925. Little. Gr. 3.
- Blaisdell, A. F., and Ball, F. K. *Child's Book of American History*. 207 pp. 1925. Little. Gr. 4-5.
- Blaisdell, A. F., and Ball, F. K. *Hero Stories from American History*. 216 pp. 1903. Ginn. Gr. 6.
- Blaisdell, A. F., and Ball, F. K. *Log Cabin Days*. 133 pp. 1925. Little. Gr. 3.
- Bourne, H. E., and Benton, E. J. *History of the United States*. 674 pp. 1925. Heath. Gr. 6-7-8.
- Bourne, H. E., and Benton, E. J. *Introductory America History*. 252 pp. 1912. Heath. Gr. 6-7-8.
- Bourne, H. E., and Benton, E. J. *Story of American and Great Americans*. 311 pp. 1925. Heath.
- Burnham, Smith. *Making of Our Country*. 599 pp. 1921. Winston.*
- Burnham, Smith. *Our Beginnings: Europe and America*. 363 pp. 1918. Winston. Gr. 5-6.
- Corson, D. B., and Cornish, H. R. *Founders of Freedom in America*. 278 pp. 1922. Hinds.
- Coulomb, C. A., McKinley, A. E., and White, H. *What Europe Gave to America*. 384 pp. 1926. Scribner's, Gr. 6.
- Davidson, H. M. *Founders and Builders of Our Nation*. 254 pp. 1920. Scott. Gr. 4-5.
- Davis, Annie C., and Davis, J. W. *Stories of the United States for Youngest Readers*. 271 pp. 1923. Educational. Gr. 3-4.
- Dodge, N. S. *Stories of American History*. 176 pp. Lothrop. Gr. 3-4.
- Eckenrode, H. J. *American History Told in Story*. 372 pp. 1922. Johnson.
- Eggleston, Edw. *First Book in American History*. 220 pp. 1920. ABC.
- Eggleston, Edw. *New Century History of the United States*. 433 pp. 1919. Rev. ABC.
- Eggleston, Edw. *Stories of American Life and Adventure*. 214 pp. 1923. ABC. Gr. 3-4-5.
- Eggleston, Edw. *Stories of Great Americans for Little Americans*. 159 pp. 1923. ABC. Gr. 3-4-5.
- Elson, Henry W. *The United States: Its Past and Present*. 550 pp. 1926. ABC. Gr. upper element.
- Elson, H. W., and Macmullan, C. E. *Story of the Old World*. 224 pp. 1923. World. Gr. 6.
- Elson, H. W., and Macmullan, C. E. *Story of Our Country*. 2 bks. 515 pp. 1923. World. Gr. 4-5.
- Estill, Harry F. *Beginner's History of Our Country*. 325 pp. Southern. 1925.
- Evans, L. B. *Essential Facts of American History*. 530 pp. 1924. Rev. Sanborn. Gr. 7-8.
- Evans, L. B. *First Lessons in American History*. 323 pp. 1923. Rev. Sanborn. Gr. 4-5-6.
- Faris, John T. *Makers of Our History*. 377 pp. 1917. Ginn.
- Faris, John T. *Real Stories from Our History*. 301 pp. 1916. Ginn.
- Faris, John T. *Where Our History Was Made*. 2 bks. 668 pp. 1923. Silver. Gr. upper element.
- Forman, S. E. *First Lessons in American History*. 350 pp. 1925. Century.
- Forman, S. E. *History of the United States for Schools*. 419 pp. 1910. Century.
- Franciscan Sisters. *Cathedral History of the United States*. 477 pp. 1923. Scott. Gr. 6-7-8.
- Furlong, P. J. *Old World and American History*. 330 pp. 1924. Sadlier.
- Gerson, Oscar. *Our Colonial History*. 191 pp. 1915. Hinds. Gr. 5A-5B.
- Gordy, W. F. *American Beginnings in Europe*. 321 pp. 1925. Scribner's. Gr. 6.
- Gordy, W. F. *American Explorers*. 202 pp. 1906. Scribner's. Gr. 4-5.
- Gordy, W. F. *American Leaders and Heroes*. 326 pp. 1909. Scribner's. Gr. 5-6.
- Gordy, W. F. *Colonial Days*. 234 pp. 1908. Scribner's. Gr. 4-5.
- Gordy, W. F. *Elementary History of the United States*. 338 pp. 1925. Scribner's. Gr. 5-6.
- Gordy, W. F. *History of the United States*. 554 pp. 1925. Scribner's.* Gr. 7-8.
- Gordy, W. F. *Leaders in Making America*. 472 pp. 1923. Scribner's. Gr. 4-5-6.
- Gordy, W. F. *Stories of Early American History*. 204 pp. 1926. Scribner's. Gr. 4.
- Gordy, W. F. *Stories of Later American History*. 364 pp. 1926. Scribner's. Gr. 5.
- Greenwood, Josephine. *Our Heritage from the Old World*. 436 pp. 1921. Appleton.* Gr. 6-7.
- Gueber, H. A. *Story of Our Civilization*. 384 pp. 1926. Holt.
- Guitteau, W. B. *Our United States: A History*. 2 bks. 813 pp. 1924. Silver. Gr. 7-8.
- Hall, Jennie. *Our Ancestors in Europe*. 416 pp. 1916. Silver. Gr. 6.
- Halleck, R. P. *History of Our Country for Higher Grades*. 534 pp. 1923. ABC. Gr. 6-up.
- Halleck, R. P., and Frantz, J. *Our Nation's Heritage*. 415 pp. 1925. ABC. Gr. 6.
- Harding, S. B. *Old-World Backgrounds to American History*. 361 pp. 1919. Scott. Gr. 6.
- Hart, A. B. *School History of the United States*. 518 pp. 1920. Rev. ABC. Gr. upper elementary.
- Hart, A. B. *We and Our History*. 315 pp. 1925. American Viewpoint. Gr. 7-8.
- Horne, Chas. F. *Story of Our American People*. 2 vols. 834 pp. 1926. U. S. Hist. Pub. Co.* Gr. 7-8.
- Jones, G., and Sleman, H. F. *Modern World Setting for American History*. 292 pp. 1926. Heath.*
- Kennedy, W. H., and Sister Mary Joseph. *America's Story*. 397 pp. 1926. Benziger. Gr. 4-5-6.
- Kennedy, W. H., and Sister Mary Joseph. *The United States*. 634 pp. 1926. Benziger. Gr. upper elementary.
- Lefferts, Walter. *Our Country's Leaders*. 352 pp. 1924. Lippincott. Gr. 5.
- Lefferts, Walter. *America's Leaders*. 2 bks. 663 pp. 1919. Lippincott. Gr. 5.
- Leonard, A. R., and Jacobs, B. E. *The Nation's History*. 583 pp. 1924. Holt. Gr. 7-8.
- Long, Wm. J. *America: A History of Our Country*. 531 pp. 1923. Ginn.
- Mace, Wm. H. *Beginner's History*. 444 pp. 1926. Rand. Gr. 4-5.
- Mace, W. H., and Bogardus, F. S. *History of the United States*. 500 pp. 1926. Rand. Gr. 7-8.
- Mace, Wm., and Petrie, G. *American School History*. 476 pp. 1919. Rand. Gr. 7-8.
- Mace, Wm., and Petrie, G. *Elementary History*. 372 pp. 1923. Rand. Gr. 4-5.
- Mace, Wm. H., and Tanner, E. P. *Old Europe and Young America*. 317 pp. 1924. Rand. Gr. 6.

- McMaster, J. B. Brief History of the United States. 462 pp. 1924. ABC.
- McMaster, J. B. Primary History of the United States. 250 pp. 1919. ABC.
- McMaster, J. B. School History of the United States. 504 pp. 1925. Rev. ABC.
- Montgomery, D. H. Beginner's History of America. 298 pp. 1920. Ginn.
- Montgomery, D. H. Elementary American History. 307 pp. 1918. Ginn.
- Mowry, W. A., and Mowry, A. M. First Steps in the History of Our Country. 362 pp. 1923. Silver.
- Nida, Wm. L. Dawn of American History in Europe. 280 pp. 1912. Macmillan. Gr. 6.
- Nida, Wm. L. Following Columbus. 284 pp. 1925. Macmillan. Gr. 3-4-5.
- Nida, Wm. L. Following the Frontier. 320 pp. 1925. Macmillan. Gr. 5-6-7.
- Perry, A. C., and Price, G. A. American History. 2 bks. 475 pp. 1913. ABC. Gr. 7-8.
- Primary History of the United States. 204 pp. 1921. Benziger.
- Robbins, Chas. L. School History of the American People. 545 pp. 1925. World. Gr. 7-8.
- Sadlier, F. X. History of the United States for Elementary Grades. 310 pp. 1915. Sadler.
- Sadlier, F. X. Studies in American History: Civics. 506 pp. 1921. Sadlier.
- Southworth, G. V., and Southworth, J. V. What the Old World Gave the New. 165 pp. 1924. Iroquois. Gr. 6.
- Stephenson, N. W. School History of the United States. 542 pp. 1921. Ginn.* Gr. 7-8.
- Tappan, E. M. American Hero Stories. 279 pp. 1920. Houghton. Gr. 4-5.
- Tappan, E. M. American History Stories for Very Young Readers. 259 pp. 1924. Houghton. Gr. 3-4.
- Tappan, E. M. Elementary History of Our Country. 144 pp. 1925. Houghton. Gr. 5-6.
- Tappan, E. M. Our European Ancestors. 250 pp. 1918. Houghton. Gr. 6-7.
- Thwaites, R. G., and Kendall, C. N. 543 pp. 1925. Houghton. Gr. 7-8.
- Vollintine, Grace. The Making of America. 255 pp. 1925. Ginn.
- West, W. M., and West, R. The Story of Our Country. 518 pp. 1926. Allyn.* Gr. 8.
- Woodburn, J. A., and Moran, T. F. Finders and Founders of the New World. 262 pp. 1925. Longmans. Gr. 4.
- Woodburn, J. A., and Moran, T. F. Introduction to American History. 304 pp. 1926. Longmans. Gr. 5.
- Woodburn, J. A., and Moran, T. F. Makers of America. 304 pp. 1926. Longmans. Gr. 6.
- SECTION I-B
AMERICAN HISTORY FOR SECONDARY SCHOOLS
- Adams, C. K., and Trent, W. P. History of the United States. 572 pp. 1922. Allyn. Gr. 11-12.
- Andrews, M. P. American History and Government. 498 pp. 1921. Lippincott.
- Ashley, R. L. American History. 631 pp. 1919. Macmillan.
- Beard, Chas. A., and Beard, M. History of the United States. 623 pp. 1921. Macmillan. Gr. 11-12.
- Bogart, E. L. Economic History of the United States. 467 pp. 1924. Longmans. Gr. 11-12.
- Bourne, H. E., and Benton, E. J. American History. 674 pp. 1925. Heath.
- Cornman, O. P., and Gerson, O. Topical Survey of United States History. 205 pp. 1925. Heath.
- Epochs of American History Series:
Edited by Hart, A. B. 3 vols. 838 pp. Longmans.
The Colonies, 1492-1750. Thwaites, R. G.
Formation of the Union, 1750-1829. Hart, A. B.
Division and Reunion, 1829-1909. Wilson, Woodrow.
Fish, C. R. History of America. 570 pp. 1925. ABC.
Fiske, John. History of the United States. 510 pp. 1923. Houghton.
- Fite, E. D. History of the United States. 598 pp. 1923. Rev. Holt.
- Forman, S. E. Advanced American History. 609 pp. 1925. Rev. Century.
- Guittau, W. B. History of the United States. 687 pp. 1924. Houghton.
- Hall, R. G., Smither, H., and Ousley, C. History of the United States. 526 pp. 1924. Southern.
- Hart, A. B. Essentials in American History. 584 pp. 1905. ABC.
- Hart, A. B. Formation of the Union. (See Epochs of American History.)
- Hart, A. B. New American History. 315 pp. 1921. ABC.
- Hulbert, A. B. United States History. 570 pp. 1924. Doubleday.
- James, J. A., and Sanford, A. H. American History. 585 pp. 1923. Scribner's.
- Larned, J. N. History of the United States. 623 pp. 1903. Houghton.
- Latané, J. H. History of the United States. 640 pp. 1924. Allyn. Gr. 12.
- Mace, W. H. American History. 648 pp. 1925. Rand. Gr. 9-10-11-12.
- McCarthy, Chas. History of the United States for Catholic Schools. 480 pp. 1919. ABC.
- McLaughlin, A. C. History of the American Nation. 582 pp. 1913. Appleton.
- Montgomery, D. H. Leading Facts of American History. 439 pp. 1920. Ginn.
- Muzzey, D. S. An American History. 544 pp. 1925. Ginn.
- Stephenson, N. W. An American History. 611 pp. 1919. Ginn.
- Thompson, C. M. History of the United States: Political, Industrial and Social. 532 pp. 1922. Sanborn.
- Thwaites, R. G. The Colonies. (See Epochs of American History.)
- Van Metre, T. W. Economic History of the United States. 626 pp. 1921. Holt.
- West, W. M. American Democracy. 757 pp. 1922. Allyn.
- West, W. M. American History and Government. 749 pp. 1913. Allyn.
- West, W. M. History of the American People. 764 pp. 1922. Allyn. Gr. 11-12.
- Wilson, Woodrow. Division and Reunion. (See Epochs of American History.)
- SECTION II-A
EUROPEAN HISTORY. ELEMENTARY SCHOOLS
- Burnham, Smith. Hero Tales from History. 371 pp. 1922. Winston. Gr. 3-4.
- Glover, Wm. Brief History of Modern Europe. 229 pp. 1922. World. Gr. 7-8.
- Hamilton, M. A. Junior History of Rome. 268 pp. Oxford. 1919. Gr. 8.
- Newman, J. B. Beginner's Modern History. 160 pp. 1922. World. Gr. 7-8.
- Tappan, E. M. Story of the Greek People. 242 pp. 1908. Houghton.
- Tappan, E. M. Story of the Roman People. 238 pp. 1910. Houghton.
- Tappan, E. M. England's Story. 375 pp. 1925. Houghton.* Gr. upper elementary; also Junior and Senior High Schools.
- SECTION II-B
EUROPEAN HISTORY. SECONDARY SCHOOLS
- Ashley, R. L. Ancient Civilization. 350 pp. 1915. Macmillan.
- Ashley, R. L. Early European Civilization. 672 pp. 1925. Macmillan.
- Ashley, R. L. Mediaeval Civilization. 672 pp. 1916. Macmillan.
- Ashley, R. L. Modern European Civilization. 682 pp. 1918. Macmillan.

- Barnes, A. S. *Brief General History of the World*. 602 pp. 1911. Rev. ABC.
- Betten, F. S. *Ancient World*. 651 pp. 1916. Allyn. Gr. 9.
- Betten, F. S., and Kaufman, A. *Modern World*. 870 pp. 1919. Allyn. Gr. 10.
- Botsford, G. W. *History of the Ancient World*. 560 pp. 1913. Macmillan.
- Botsford, G. W., and Botsford, J. B. *Brief History of the World*. 532 pp. 1920. Macmillan.
- Breasted, J. H. *Ancient Times*. 716 pp. 1914. Ginn. Gr. 9.
- Cheyney, Edw. P. *Short History of England*. 679 pp. 1904. Ginn.
- Colby, F. M. *Outlines of General History*. 564 pp. 1921. ABC.
- Davis, Muriel. *Outlines of European History*. 145 pp. 1922. Oxford.
- Davis, W. S. *History of Mediaeval and Modern Europe*. 594 pp. 1924. Houghton.
- Davison, L. H. *Movements in European History*. 306 pp. 1925. Oxford.
- Elson, Henry W. *Modern Times and the Living Past*. 730 pp. 1925. ABC.
- Hamilton, M. A., and Blunt, A. W. F. *Outline of Ancient History*. 190 pp. 1924. Oxford.
- Harding, S. B. *Essentials in Mediaeval and Modern History*. 612 pp. 1905. ABC.
- Harding, S. B. *New Mediaeval and Modern History*. 1920. Rev. ABC. 807 pp.
- Hayes, C. J. H., and Moon, P. T. *Modern History*. 856 pp. 1923. Macmillan.
- Hazen, C. D. *Modern Europe*. 635 pp. 1924. Rev. Holt.
- Howe, S. B. *Essentials in Early European History*. 399 pp. 1912. Longmans. Gr. 10.
- Hoyland, J. S. *Brief History of Civilization*. 282 pp. 1925. Oxford.
- Hoyland, J. S. *Building of Europe*. 171 pp. 1925. Oxford.
- Larned, J. N. *History of England*. 630 pp. 1900. Houghton.
- McNeal, E. H. *Modern Europe and Its Beginnings*. 502 pp. 1925. Scribner's.
- Morey, Wm. C. *Ancient Peoples*. 598 pp. 1915. ABC.
- Morey, Wm. C. *Outlines of Greek History*. 354 pp. 1901. ABC.
- Morey, Wm. C. *Outlines of Roman History*. 344 pp. 1903. ABC.
- Mowatt, R. B. *Later Middle Ages: A History of Western Europe*. 328 pp. 1917. Oxford.
- Mowatt, R. B. *New History of Great Britain*. 1008 pp. 1924. Oxford.
- Newman, J. B. *Beginner's Ancient History*. 173 pp. 1922. World. Gr. 7-8.
- Plum, H. G., and Benjamin, G. G. *Modern and Contemporary European Civilization*. 400 pp. 1923. Lippincott.
- Robinson, J. H. *History of Western Europe*. 1 vol. edit. 687 pp. 1903. Ginn.
- Robinson, J. H., and Beard, Chas. A. *Development of Modern Europe*. 2 vols. 784 pp. 1907-1918. Ginn.
- Robinson, J. H., and Breasted, J. H. *Outlines of European History, Part I*. 694 pp. 1914. Ginn.
- Robinson, J. H., and Beard, Chas. A. *Outlines of European History, Part II*. 534 pp. 1914. Ginn.
- Robinson, J. H., and Beard, Chas. A. *History of Europe: Our Own Times*. 616 pp. 1921. Ginn.
- Robinson, J. H., and Breasted, J. H. *History of Europe: Ancient and Mediaeval*. 645 pp. 1920. Ginn.
- Robinson, J. H., Breasted, J. H., and Smith, E. P. *Europe Before the Eighteenth Century*. 365 pp. 1921. Ginn.
- Robinson, J. H., Smith, E. P., and Breasted, J. H. *Our World Today and Yesterday*. 625 pp. 1924. Ginn.
- Seinobos, Chas. *History of Ancient Civilization*. 359 pp. 1906. Scribner's.
- Seinobos, Chas. *History of Mediaeval and Modern Civilization*. 433 pp. 1907. Scribner's.
- Seinobos, Chas. *History of Contemporary Civilization*. 451 pp. 1909. Scribner's.
- Van Loon, H. *Story of Mankind*. 445 pp. 1924. Macmillan.
- Walker, A. P. *Essentials in English History*. 550 pp. 1905. ABC.
- Waters, Charlotte M. *Economic History of England*. 592 pp. 1925. Oxford.
- Webster, H. *Ancient History*. 639 pp. 1913. Heath.
- Webster, H. *Early European History: Part I, Ancient Times*. 295 pp. 1917. Heath.
- Webster, H. *Early European History: Part II, Mediaeval and Modern Times*. 756 pp. 1917. Heath.
- Webster, H. *History of the Far East*. 162 pp. 1923. Heath.
- Webster, H. *Modern European History*. 685 pp. 1925. Heath.
- Webster, H. *World History*. 768 pp. 1925. Heath.
- West, W. M. *Ancient World*. 626 pp. 1913. Allyn. Gr. 9.
- West, W. M. *Modern World*. 722 pp. 1924. Allyn. Gr. 10.
- West, W. M. *Short History of Early Peoples*. 327 pp. 1922. Allyn. Gr. 9 (½ year).
- West, W. M. *Short History of Modern Peoples*. 667 pp. 1922. Allyn. Gr. 9 (½ year).
- West, W. M. *Early Progress*. 694 pp. 1920. Allyn. Gr. 9.
- West, W. M. *Modern Progress*. 701 pp. 1925. Allyn. Gr. 10.
- West, W. M. *World Progress*. (Short History Early Peoples, and Short History of Modern Peoples, in 1-volume form.) 673 pp. 1925. Allyn. Gr. 9-10.
- Wolfson, A. M. *Ancient Civilization*. 121 pp. 1916. ABC.

SECTION III-A

SOCIAL SCIENCE FOR ELEMENTARY SCHOOLS

- Adams, E. W. *A Community Civics*. 358 pp. 1920. Scribner's.* Gr. 7-8.
- Bailey, Caroline S. *What to Do for Uncle Sam*. 214 pp. 1925. Educational.
- Beeby, D. J. *Community Life; Today and in Colonial Times*. 351 pp. 1925. Merrill. Gr. 6.
- Beeby, D. J. *How the World Grows Smaller*. 285 pp. 1924. Merrill. Gr. 4.
- Binford, J. H., and Graff, E. U. *The Young American Citizen*. 298 pp. 1922. Johnson.
- Cabot, E. L., and others. *Course in Citizenship and Patriotism*. 380 pp. 1918. Houghton. Gr. 3-5.
- Davis, S. E., and McClure, C. H. *Our Government: a Textbook in Civics*. 266 pp. 1922. Laidlaw. Gr. 8.
- Davis, J. W., and Stewart, Chas. *An Elementary Civics*. 127 pp. 1913. Educational.
- DeKovan, R. (Mrs.) *Primer of Citizenship*. 201 pp. 1925. Dutton.
- Doughton, I. *Preparing for the World's Work*. 215 pp. 1922. Scribner's.* Gr. 6-7.
- Fryer, Jane. *Community Spirit and Public Interest*. 282 pp. 1918. Winston. Gr. 5-6.
- Fryer, Jane. *Our Home and Personal Duty*. 228 pp. 1919. Winston. Gr. 3-4.
- Fryer, Jane. *Our Town and Civic Duty*. 258 pp. 1920. Winston. Gr. 4-5.
- Guitteau, W. B. *Preparing for Citizenship*. 238 pp. 1922. Houghton. Gr. 8.
- Harris, G. *Elements of Conservation*. 211 pp. 1924. Johnson.
- Hart, John S. *Constitution of the United States*. 104 pp. 1923. Franklin. Gr. 6-8.
- Hill, Mabel. *Lessons for Junior Citizens*. 206 pp. 1906. Ginn.
- Hoxie, C. deF. *How the People Rule*. 160 pp. 1916. Silver.
- Ingraham, S. E. *Story of Democracy: (Civics)*. 320 pp. 1923. Macmillan. Gr. 5-6.
- James, J. A., and Sanford, A. H. *Our Government: Local, State, and National*. 244 pp. 1913. Scribner's.

- Jenks, J. W., and Smith, R. D. *We and Our Government*. 215 pp. 1922. American Viewpoint. Gr. 8-9.
- McCarthy, C., Swann, F., and McMullan, J. *Elementary Civics*. 181 pp. 1919. Laidlaw. Gr. 7.
- Morgan, DeWitt. *Living and Working Together*. 270 pp. 1923. Scribner's.* Gr. 7-9.
- Nida, Wm. L. *City, State, and Nation*. 307 pp. 1915. Macmillan.*
- Parsons, G. *The Land of Fair Play*. 195 pp. 1920. Scribners.* Gr. 6-7.
- Parti, Angelo. *Spirit of America*. 118 pp. 1925. American Viewpoint. Gr. 5-6.
- Reed, T. H. *Loyal Citizenship*. 293 pp. 1922. World. Gr. 7-9.
- Reinsch, P. S. *Civil Government*. 254 pp. 1914. Sanborn.
- Rexford, F. A., and Carson, C. L. *Constitution of Our Country*. 182 pp. 1924. ABC.
- Richman, J., and Wallach, I. R. *Good Citizenship*. 198 pp. 1908. ABC.
- Smith, J. F. *Our Neighborhood*. 236 pp. 1918. Winston.* Gr. 6-7-8.
- Southworth, A. T. *Common Sense of the Constitution*. 145 pp. 1924. Allyn. Gr. any.
- Swann, G. J. *History and Civics for the Fifth Year*: 2 books.
First Half. 301 pp.
Second Half. 300 pp. 1915. ABC.
- Turkington, Grace. *Community Civics*. 560 pp. 1924. Ginn.
- Turkington, Grace. *Helps for the Study of Our Constitution*. 145 pp. 1925. Ginn.
- Turkington, Grace. *My Country: Civics and Patriotism*. 388 pp. 1918. Ginn.
- Woodburn, J. A., and Moran, T. F. *American Community*. 455 pp. 1924. Longmans. Gr. 8.
- Zeigler, S. H., and Jaquette, H. *Our Community*. 232 pp. 1918. Winston.* Gr. 6-7-8.

SECTION III-B

SOCIAL SCIENCE FOR SECONDARY SCHOOLS

- Adams, Henry C. *Description of Industry*. 264 pp. 1918. Holt.
- Allen, Wm. H. *Civics and Health*. 403 pp. 1909. Ginn.
- Ames, E. W., and Eldred, A. *Community Civics*. 358 pp. 1921. Macmillan.*
- Andrews, I. W. *New Manual of the Constitution*. 375 pp. 1916. ABC.
- Ashley, R. L. *American Government*. 356 pp. 1910. Rev. Macmillan.
- Ashley, R. L. *Constitution Today*. 226 pp. 1924. Macmillan.
- Ashley, R. L. *New Civics*. 497 pp. 1925. Macmillan.
- Ashley, R. L. *Practice of Citizenship*. 413 pp. 1923. Macmillan.
- Bartlett, W. H. *Handbook of American Government*. 154 pp. 1920. Crowell.
- Beard, Chas. A. *American Citizenship*. 297 pp. 1920. Rev. Macmillan. Gr. 9-12.
- Bennion, Milton. *Citizenship*. 162 pp. 1925. World. Gr. 12.
- Berry, M., and Howe, S. B. *Actual Democracy*. 307 pp. 1923. Prentice-Hall.
- Bishop, A. L., and Keller, A. G. *Industry and Trade*. 399 pp. 1923. Ginn.
- Blackmar, F. W. *History of Human Society*. 503 pp. 1926. Scribner's.
- Boynton, F. D. *School Civics*. 368 pp. 1923. Ginn.*
- Broome and Adams. *Conduct and Citizenship*. 1926. Macmillan.
- Bryce, James. *American Democracy (School Edition)*. 322 pp. 1920. Macmillan. Gr. 11-12.
- Bullock, C. J. *Elements of Economics*. 552 pp. 1923. Silver.
- Bullock, C. J. *Introduction to the Study of Economics*. 395 pp. 1913. Silver.
- Burch, H. R. *American Economic Life*. 513 pp. 1921. Macmillan. Gr. 11-12.
- Burch, H. R., and Patterson, S. H. *American Social Problems*. 369 pp. 1919. Macmillan. Gr. 11-12.
- Burch, H. R., and Patterson, S. H. *Problems of American Democracy*. 575 pp. 1922. Macmillan. Gr. 11-12.
- Burke, E. J. *Political Economy for Catholic Schools and Colleges*. 462 pp. 1922. ABC.
- Cabot, E. L. *Everyday Ethics*. 432 pp. 1925. Holt.
- Carlton, F. T. *Elementary Economics*. 209 pp. 1920. Macmillan. Gr. 9.
- Carver, T. N. *Elementary Economics*. 397 pp. 1920. Ginn. Gr. 9.
- Clark, F. H. *Outlines of Civics*. 242 pp. 1908. Macmillan.
- Clark, S. S. *Government: What it is, What it Does*. 252 pp. 1915. ABC.
- Cloud, A. J. *Our Constitution*. 187 pp. 1923. Scott. (Also upper elementary.)
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Recent Happenings in the Social Studies

BY THE COMMITTEE ON CURRENT INFORMATION, OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

W. G. KIMMEL, CHAIRMAN

The activities of the Committee on Current Information include: (1) the preparation of digests, abstracts, and summaries of articles dealing with the social studies published in periodicals of all types; (2) synopses of, and information about, new courses of study; (3) announcements and descriptions of bulletins, pamphlets, and publicity materials which are usable in the teaching of the social studies; (4) brief reports of the meetings of regional, state, and local groups of teachers of the social studies; (5) abstracts of theses dealing with curricula and methods; and (6) reports on miscellaneous materials which are related to the teaching of the social studies. The extent to which the Committee may be able to serve the National Council and the profession depends upon the co-operation of teachers, officers of the regional, state and local organizations of teachers of the social studies, and other interested persons.

* * *

The National Security League, in August, announced through the columns of the press that the legislatures in 37 states have passed bills requiring the teaching of the Constitution, that about 200,500 teachers are now required to teach the Constitution to more than 4,000,000 pupils. While this organization admits that some educators oppose mandatory legislation on courses of study, the statement is made that members of the legislatures "have looked upon knowledge of the Constitution as an essential in citizen making." Most teachers of the social studies and educators will agree with the latter pronouncement, and the statement by the National Security League seems to imply that some educators are opposed to the teaching of the Constitution, when, in reality, such opposition is directed against mandatory legislation which requires specific courses of study and a definite number of hours spent in teaching designated courses. In some states educators have succeeded in including enabling clauses in the bills which state that the state departments of education shall devise necessary arrangements for instruction in the teaching of the Constitution, thereby making possible such instruction in the regularly organized courses in the social studies.

In connection with mandatory legislation on the teaching of the social studies, teachers will be interested in J. K. Flanders' book entitled *Legislative Control of the Elementary Curriculum*, published by Teachers College, Columbia University. Laws providing for the teaching of "nationalism," including the Constitution, patriotism, and the like, in 1923 numbered 304 of the total of 564 "pre-

scriptive" laws, the largest number in the entire list. The number of laws which require the teaching of "nationalism" has increased from 147 in 1903 to 304 in 1923. The author indicates that the wording of many laws is almost uniform, and that some organizations boast that many legislatures have passed their "model statute." Flanders raises certain pertinent questions concerning the teaching of the Constitution, as follows:

"What effect does the teaching of a subject like the Constitution of the United States have upon an immature mind? Does it have the desired effect when one is forced to study it? What does it mean to 'teach' the Constitution? Has it been adequately taught when the child is able to 'recite' specific facts about it?"

Teachers will find many other laws listed which vitally affect the teaching of civics in the different states. Educators in charge of curriculum-building and citizens interested in the welfare of education will welcome this illuminating volume; legislators should be required to read it.

The September number of *Current Methods*, a monthly magazine published in Columbus, Ohio, in the interests of the teaching of current events, contains two articles dealing with mandatory legislation on the teaching of the Constitution. E. P. Wilson, a normal school professor who led the opposition in the defeat of such a bill in the Nebraska Legislature, opposes mandatory legislation for the following reasons: (1) it interferes with the rights of local communities; (2) the local school board should be responsible for the introduction of courses of study; and (3) mandatory legislation of this type is in opposition to the principles of American democracy. Etta V. Leighton, Civic Secretary of the National Security League, writing in defense of mandatory legislation, maintains that adults do not have a knowledge of the Constitution and that the Constitution receives only incidental attention in courses in civics and history. Most of her discussion centers about the differences in state laws bearing on the subject collected by the organization which she represents.

Whether pupils gain a greater appreciation and understanding of the Constitution in courses in history and civics, in which its historical background and significance can be properly portrayed, or in a separate course, is the fundamental pedagogical issue. Today the question remains unanswered, and it is not likely to receive serious consideration so long as the present agitation and propaganda in favor of mandatory legislation continues to occupy the center of the political arena.

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The State Department of Education of Minnesota published, in 1925, a course of study for the Social Studies at the twelfth grade level (*Bulletin No. 3-C: Social Studies. Introduction to Social Science*). The course is divided into four parts, each with a definite time allotment, as follows: Historical Introduction (2 weeks); Economics (11 weeks); Sociology (10 weeks); Review (3 weeks).

While each phase of the course is treated as a separate entity, there are connecting links, e.g., governmental supervision and regulation of business is treated under Economics. Each part of the course includes: an introduction, notes on method, questions, and a partial bibliography. The entire course, numbering 92 pages, is intended to provide suggestions for the use of teachers; it is not intended for pupils. The treatment is descriptive and analytical; it furnishes the basal material for further development by teachers. The part of the course dealing with economics is adequately organized; the outline for sociology is arranged about problems, and does not seem to be developed in a manner that will enable pupils to obtain a definite training in the study and application of fundamental sociological concepts.

"Geography and the Social Sciences" is the title of an article by Mandel E. Brantom in the *May Journal of Geography*. Following a statement of the newer tendencies in education, the writer emphasizes the fact that the social sciences must not only deal with man's relations with his fellow men, but also with relations to his physical environment. The writer's conception of the place of geography in the curriculum is indicated in the following statement:

"...geography, to a greater extent than any other subject, develops notions concerning the present distribution, relations, and adjustments of man. If the curriculum should be revised with emphasis on an understanding of the conditions under which individuals live today, geography has a richer immediately available content than any other subject."

The unification of the social studies is discussed; the writer is apparently opposed to a unified course for the following reasons: (1) there are no available textbooks and supplementary materials; (2) a unified course which includes the values of each subject has not been clearly formulated; and (3) sufficient data are not at hand to determine whether the experiences acquired through the study of a unified course are more valuable than those gained through the study of separate subjects. Emphasis is placed upon the preparation of better courses in geography for the elementary, junior high, and senior high schools, but the writer also stresses the need of participation of geographers in any movement toward a unified social-science program in order that geography shall obtain the place which it deserves.

Methods of teaching history are always welcomed by teachers, and the features of a card system of taking notes and making reports, presented by Martha F. Christ in the *March Journal of Educational Method*, furnishes a new addition to the list of available methods. Pupils are required to keep the essential materials of the courses on 3x5 cards, which are handed to the teacher three times each week for correction and grading. Data written on the cards include: (1) important facts about great personages; (2) essential provisions of important documents; and (3) statistics. Cards are used in the determination of grades and in reviews. The writer presents the advantages and disadvantages of the plan; cites statements by pupils on the values of the plan; and reaches the conclusion that it is usable and advantageous in classes in a large city high school.

An article by Julie Koch, in the *May Journal of Educational Method*, is an addition to the literature on the teaching of Early European History. The writer discusses the place of the course in the social-studies program, the difficulties in the development of an adequate course, selection of content materials, and methods of presentation. She is opposed to the use of the traditional facts, stresses the use of imaginative materials in the development of dramatic situations, and cites opportunities for correlation between materials of the course and English.

That the extra-curricular activities of the school should put into practice the applications of formal training received in courses in civics, has not always been grasped by some teachers and administrators. Sarah Hamer Christie, in an article, "How Teach Citizenship?" in the *May Journal of Educational Method*, presents an enthusiastic account of the formation of a boys' club and its activities in one of the poorer sections of a large Eastern city. Facts are given on the ways in which leisure time was spent, with a statement of the changes in behavior and interests which resulted after the formation of the club. The organization, duties, and activities of a home room are indicated to show the actual development of civic habits in children. In the April number of the same publication, Francis J. Hogan presents a brief outline of the objectives, organization, activities, and accomplishments of a class in civics, organized as an all-year group project.

The ills of Democracy always furnish a popular theme for discussion, and the criticisms of various aspects of politics are published in many periodicals. William B. Munro, in an article entitled "The Worst Fundamentalism," published in the October *Atlantic Monthly*, makes a plea for a re-examination of our political shibboleths. A statement of the most common maxims and aphorisms is followed by an analysis, in popular form, of the fallacies and foibles of these catch-phrases as used to advantage by politicians. From a somewhat broader approach Wilbur C. Abbott, in the October *Yale Review*, discusses the causes of the present political problems in democracies. The writer, as the title of his article, "Democracy or Dictatorship," indicates, includes a statement of trends in government in many countries. He points out that few persons make any distinction between the terms "politician" and "statesman," and explains part of the lack of interest of citizens in political affairs as due to the fact that most of them will be concerned with the more immediate problems of making a living regardless of the form of government.

Crime and "crime waves" focus the attention of the public on picturesque characters and the sensational presentation of facts and fancies on the maladjustments of modern life. The problems involved should receive serious attention in courses in the social studies, but most teachers find a dearth of usable materials in the popularly-written articles in current magazines. The following materials are suggested. A voluminous amount of authoritative data is published in the *May Annals of the American Academy of Political and Social Science* (39th Street and Woodland Avenue, Philadelphia). The title of the volume is *Modern Crime: Its Punishment and Prevention*. Competent authorities contribute 43 articles dealing with kinds of crime, the amount of crime, causes of crime, methods of punishment, and prevention of crime.

Clarence Darrow, in the October *Harper's*, restates his philosophy of crime and points out the pitfalls in the interpretation of the statistics of crime, illustrated by data compiled by the Chicago Crime Commission.

The autumn meeting of the Middle States and Maryland History Teachers Association will be held in Buffalo, Friday and Saturday, November 25th and 26th, in connection with the meeting of the Colleges and Secondary Schools of the district. In addition to the regular program and the meeting of the council at breakfast on Saturday, the recommendations of the Middle States and Maryland History Teachers Association in regard to entrance credit for the social studies other than history, and the subject of better teacher training in these fields, will be laid before the general Association for its consideration.

Book Reviews

EDITED BY PROFESSOR HARRY J. CARMAN, COLUMBIA UNIVERSITY

The New History and the Social Sciences. By Harry Elmer Barnes. The Century Company, New York, 1925. xix, 605 pp.

One of the most striking characteristics of the higher learning in the United States is its Olympian aloofness from anything that might be called the logic and philosophy of its undertakings. Not even in Germany can there be more "research." Nowhere are there more chairs of knowledge of university rank. And nowhere is there less understanding of what the learning is all about, or, failing understanding, inquiry. Each branch of knowledge loudly proclaims devotion to "scientific method." And most of them are content to pass on to novitiates in the craft a bag of tricks, a working technique, and a naive confidence that with the mastery of these learning has been achieved.

In no field has this crude empiricism been more in evidence than in American historical studies. The contempt for historical logic has come to be a dogma in the fraternity. Our students pour by the hundreds into our graduate schools of history and depart with academic honors with only the dimmest conception of the intellectual foundations of their profession. There have been scarcely half a dozen books by Americans upon historical science. F. J. Teggart's "Prolegomena" and "The Processes of History," F. J. E. Woodbridge's "The Purpose of History," E. R. A. Seligman's "Economic Interpretation of History," J. T. Shotwell's "Introduction to the History of History," James Harvey Robinson's "The New History," and "The Education of Henry Adams," make up the list for the most part of books which bear in an important way upon it. The widely scattered reviews and essays of Carl Becker are our most valuable contributions.

Except for an occasional presidential address, such as Burr, of Cornell, and Cheyney, of Pennsylvania, have given, The American Historical Association meets in blissful ignorance that the study of history, or of any social science, involves any problems beyond the mechanics of research. The manual of historical method studied in graduate seminars is a French work ordinarily used in an English-made translation. And the vigorous inquiry into the bases of historical thinking which has been stirred recently in Germany by Lamprecht, Bohnenberger, Rickert, Simmel, Weber, Spengler, and Troeltsch, and in France by Henri Berr, has not been communicated to Americans still devoted to earlier German traditions.

No one has done more in the last five years to shatter this complacency than Harry Elmer Barnes. In the volume under review he has collected in revised form, a number of articles that have been published in various historical trade journals, and some unpublished essays, dealing with the relations of history to other social sciences and with the nature of current historical activity. In so doing he has assembled overwhelming proof that history is not a branch of learning apart, that it cannot fail to be affected profoundly by the changing doctrines of the more analytical social sciences, that canons of historical truth cannot be permanently stabilized, and that the scientific study of society must involve inquiry into the whole of man's past experience, whether the people who inquire call themselves historians or something else. The material with which these ideas are elaborated is somewhat uneven; and the antecedents of the book render a certain amount of repetition unavoidable. Professor Barnes has mannerisms of style which will irritate some who should profit from his work. In particular his wide bibliographical acquaintance leads him too frequently to interrupt his argument with formidable lists of names without discriminating characterization. Nevertheless, he has put together a book which every serious student of history, politics, sociology, economics, anthropology, psy-

chology, and ethics should read. Here are the materials for a degree of reflection upon the correlations of the social sciences which has not heretofore prevailed in our schools of graduate study. And the very provocativeness with which portions of the book are written must lead to some effort at formulating an historical philosophy on the part even of those who cannot accept Professor Barnes' conclusions and who dissent from his copious obiter dicta.

The book reveals Professor Barnes as beset by winds of historical doctrine, with his own philosophy as yet unclarified. The history which he would approve would have for its aim complete understanding of the past in all its aspects with a view to guiding social conduct in the future. And no one since Buckle has so vigorously shown the almost fabulous equipment an historian must have to do this. Yet the term "new history" seems to apply not only to those who avow this heroic aim, but to numbers of others who are engaged in studying the rise of economic and social institutions, and the movement of ideas. Whatever the scope of the programs of professional meetings, here is evidence in rich fullness that historians do not confine themselves to the study of past politics, that they are dealing in America and elsewhere with life in the past in all of its myriad aspects.

This very copiousness of demonstration that there is a "new history" may very easily lead sophisticated persons to marvel that Professor Barnes is so combative about the matter. They may feel that "the current political historiography" which he sets out to slay in the first chapter has already been rendered *hors de combat* by the infiltration of geography, psychology, anthropology, sociology, economics, political science, and genetic ethics which he chronicles in subsequent sections of the book. But they will be led astray by their sophistication, for the more naive apprentice to historical studies will know that however wide the net of historical investigation is being cast, the lay reader and the collegian profit little from it. He knows that the histories he must read are largely "without form and void"; that their style is threadbare, proportion and perspective wanting. He knows that however accurate in its details history cannot convey truth if it does not cause a portion of the past to glow with the warmth of living reality. And he knows, too, that a new history affected by the ferment of current psychological inquiry, responsive to tendencies in other social sciences, and aiming at some synthetic comprehension of man's varied experience is not being taught in most college classrooms.

"Drum-and-trumpet" history is disappearing from the schools. But past politics dies hard in the collegiate departments of history. One can easily learn in detail why there are county sheriffs in Illinois with the peculiar attributes they possess. But one can pass safely through a history major with no knowledge that will enable him to understand an America of Ku Klux Klans and Steel Trusts, exalting individual initiative and organizing its economic life into corporations, an America paying lip-service to democracy and suddenly grown distrustful of it. The factitious line between "European" and "American" history continues everywhere to be drawn, nurturing the illusion that it is possible to tell the story of the American people without reference to the cultural traits that have been brought to the United States from Europe. The Middle Ages are still unrolled in most colleges predominantly as the chronicle of a struggle between German emperors and the popes, to the neglect of the rise of town life in southern and northern Europe which cradled the Renaissance, the expansion of Europe, the rise of capitalism, the modern state, and the Protestant rebellions. Students are stimulated to argue whether Richelieu was a greater statesman than William III, while they accept

without inquiry that there had to be statesmen behaving as they behaved. The "history" of most college classrooms is precisely the one-sided, anecdotal, fragmentary concoction of isolated facts which Professor Barnes deplores. History as we actually teach it is at least a generation behind the trend of international synthesis and research.

Even where an heroic attempt has been made to keep students from drifting to other departments by the introduction of courses in "Recent" and "Contemporary History," the same one-sidedness and episodic character in many cases prevails. The material is simply more amusing and calls for less imaginative effort on the part of students and instructors. In fact, one is almost tempted to liken it to a declaration of bankruptcy on the part of history departments.

In part, the status of history in our colleges is no doubt due to the general conditions of higher education. It results in part from the domination of the teacher by cold lecture-notes. It is in part the compromising outcome of the fatal dilemma between indolence and zeal for accuracy. But it is in no small degree due to the fact that the men sent out by our graduate schools to teach history go with only the dimmest notions of what it is all about, and, which is more to the point, unaware that there is something of the sort to be ignorant of. They possess no historical philosophy and less logic, and if challenged will make a boast of it. Professor Barnes' volume will do much to make them philosophers unawares. If a re-orientation of historical scholarship is well under way, and always has been, this book should cause a stir in the college classroom and graduate seminar.

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Stephen Gardiner and the Tudor Reaction. By J. A. Muller. The Macmillan Company, New York, 1926. xvi, 429 pp.

This volume is evidence of the fascination of Tudor England for American historians, and it is also an important item in the research into English ecclesiastical history which is of such great interest to the Anglo-Catholic. Professor Muller does not overemphasize the latter aspect or load his biography with Reformation theology, but it is obvious that he has been concerned with explanation of the religious changes in the reigns of Henry, Edward, and Mary as part of a long-continued process which extends to the present day. It is his achievement that he has indicated, perhaps a little sketchily on occasion, the action and reaction of religious policy with national and international politics so that his reader gets more than narrow ecclesiastical history.

As a matter of fact, the character and career of "Wily Winchester" are pretty effective guarantees against narrowness. This cleric, who was at heart a lawyer, found his career in the State at least as much as in the Church. He was Principal Secretary, diplomat, councillor, and Lord Chancellor as well as Bishop of Winchester and advisory theologian to three monarchs. One of the most vivid portions of the book deals with his attempt to bend Clement VII to the will of that "magerful" monarch, Henry VIII. Clement was then helpless before the might of Charles V, and Gardiner made no bones of saying so, whereupon, "the said Holiness said nothing but sighed and wiped his eyes." "When Doctor Stephens came to Orvieto," it was as a lawyer convinced of the legality of Henry's case, who did not hesitate to tell the Court what he thought of it when it could not and would not accede.

The central problem in the life of Gardiner is, of course, his conformity under the ecclesiastical changes of his three sovereigns. Early in his career he justified the breach with Rome. At the end of it he blessed the reunion and browbeat heretics who denied its sanctity. He did, however, suffer for his Catholicism in the reforming days of Edward. In spite of that there are sharp contradictions in his life. He obviously, in his great ambition, clung to position and power and magnificence, and one could with force dub him opportunist. The author, however, makes

a shrewd suggestion which covers quite neatly a number of sins. Gardiner, he proposes, was a genuine believer in the divine right of kings. Certainly he said he was and often asserted that in such and such a reform his sovereign "went before" him. He also appealed to the authority of parliamentary enactment, though even that was invalid against an undefined criterion in matters of conscience—"God's Law." In Gardiner's case this was Catholic tradition.

In the last chapter Professor Muller attempts to sum up his subject, and does so as well as Gardiner's complex career and writings will permit. One has a feeling that fifteen years' preoccupation with "the proud and glorious spirit of that man" have softened the author's judgments a little. His subject has by no means become his hero and Gardiner himself said, "I go not about to prove myself a saint." Yet there would seem to be room for crisper condemnations which would lessen the impression of a vindication. Tudor times were troublous times and brought out human frailties as well as human virtues. Gardiner's dealings at the time of the fall of his patron, Wolsey, for instance, would seem to indicate at least the victory of considerations for personal reputation over gratitude due.

BARTLET BRENNER.

Columbia University.

The Greatest Story in the World. Period III. The Development of the Modern World. By Horace G. Hutchinson. D. Appleton and Company, New York, 1926. 247 pp. \$1.75.

This little volume, professedly for the general reader, covers the period in European history from the discovery of America to the outbreak of the World War. Mr. Hutchinson is an English authority on golf and has written many novels as well as several biographical studies. In the work under review he has attempted to present the bold outlines of world history, and has been particularly interested in the expansion of Europe overseas. In treating of this aspect of European history, the author shows himself a firm believer in the "white man's burden," which phrase is used as a title for his final chapter. He is convinced that the Anglo-Saxon peoples are particularly fitted to shoulder the burden, and does not seem at all anxious that a greater part of the burden should be shifted to German or Russian shoulders. He maintains that the British must not drop the burden in India, because there would ensue an anarchic struggle between the Hindu and Moslem (p. 226), and yet on the next page he refers to "Russia's Menace to India."

The style of writing is not especially engaging and the chapter organization is rather poor, because an attempt has been made to tie up all the loose threads of the world story throughout the half century usually covered in one chapter. Chapter XI is entitled, "How the Stage was Set for the French Revolution," but it contains no mention of the wrongs of the French peasants or of Voltaire or Rousseau. On the contrary, its seven pages are filled with the spread of English power in India, the trial of Warren Hastings, English rivalry with the Dutch, Irish affairs, and the fall of the Jesuits.

The book contains many inaccuracies, some of them of minor importance and some rather glaring. Certainly a thousand years did not elapse between Timur and Baber (p. 33); Dutch independence was not "practically won in 1579" (p. 60); the Bulgarians were not "establishing themselves ever more firmly as an independent nation" in the eighteenth century (p. 135); Austria did not "become independent of the rest of Germany" in 1815 (p. 178); Czechs and Poles would not agree that the Greek Church is "the national Church of the Slav" (p. 182); Hungary was not won by Austria from Turkey "at the end of the nineteenth century" (p. 196); the Prussian and Russian borders were not contiguous at the time of the Seven Years' War (p. 128); Mobile is not located at the mouth of the Mississippi (p. 103).

JOHN G. GAZLEY.

Dartmouth College.

Civics of My Community. By J. Wesley Foote. World Book Company, Yonkers-on-Hudson, N. Y., 1926. Consists of four paper covered notebooks, 8 by 10½, ranging from 72 to 120 pages each.

It is called "a laboratory textbook aimed to stimulate the pupil to self-activity." The author supplies only such information as is necessary to introduce a topic, and then asks the student to seek and set down in space left for the purpose information gleaned from textbooks, reference books, government publications, magazines, papers, and personal observation. The effort is constantly made to bring out the student's connection with the subject and his personal responsibility. A complete course in Community Civics is included, built up around the activities and interests of the community and its people, taking as the definition of community, "a group of people, living together in a given locality, subject to the same laws, and bound to one another by common interests and ideals." Book IV includes a study of the organization and machinery of government.

Excellent features are: (1) the thoroughness with which each subject is analyzed by topics and sub-topics; (2) the constant demand for the collection of facts bearing on the topic from the student's own local community and state; (3) the spaces left for pictures and newspaper clippings and comments thereon; (4) the opportunity for individual activity, committee work, and class organization; (5) the question that appears in every appropriate place as to the responsibility of the individual citizen; (6) an excellent section in Book III on the economic life of the community.

On the other hand, there are certain questionable features of the plan: (1) It is an expensive form of notebook, 68 cents per volume; it can hardly be used to advantage without a textbook in the possession of each student. (2) Often there is an excess of detail that may prove burdensome, rather than interesting or enlightening. Such are the listing of state, local, and national agencies, both private and public, for securing pure air, pure water, and a score of other things; repeated requests for three reasons for this and three methods of doing that; counting the faucets in the house, or making a list of the magazines on file in the public library. An enthusiastic teacher may create enthusiasm for such tasks and make them useful; in many classes they will be only "jobs," and the main purpose of the author will not be realized. (3) Even a fine type of notebook, which is, nevertheless, of a set type, may become a routine affair, especially after the first year. And to a teacher who cannot be satisfied with his own outlines two years in succession, but must constantly scrap and rewrite or amend, there is little appeal in an outline ready prepared by some one else, no matter how good.

Civics of My Community will be desired by teachers who, on the one hand, do not care to do original planning, but, on the other hand, are discontented with ordinary textbook recitation work. It should enable such teachers to develop a valuable citizenship training course.

ROBERT I. ADRIANCE.

High School, East Orange, N. J.

Practical Social Science. A Laboratory Textbook. By John A. Lapp, LL.D. The Macmillan Company, New York, 1926. 368 pp. \$1.60.

"It is the aim of this book to provide a manual for the teaching of practical social science by the laboratory method." It is designed "to give the essential data of social science in the concrete"; "to make it necessary for the student to handle and interpret this concrete social data by requiring him to work out actual problems"; "to familiarize the student with statistical tables and their uses"; "to train the student in the collection of further data"; "to develop discrimination in the use of social information," etc.

The problems included in the book are those usually included in a social problems course, such as problems of population, occupations, commerce, industry, health, income, voting, and the like. Each chapter deals with a

certain class of problems and is divided into sections. The section on Farm Experience, for instance, consists of a table of statistics from the census reports, an interpretative paragraph, and a set of examples. The examples in this section are as follows:

1. How many of each class of farm operators had less than one year of experience? From two to five years? From five to ten years? Over ten years?
2. What is the significance of tenant operators having over ten years' experience? Note the change between 1910 and 1920 in this report.
3. Find the percentage increase in tenantry in each age group between 1910 and 1920.
4. Compare the change of the two types of tenantry in each age group between 1910 and 1920.
5. Since cash tenants are likely to be the more substantial, what do the figures indicate?

Other problems are treated in the same manner. The book is a convenient collection of significant statistics in tabular and graphic form, with brief introductory and interpretative remarks. The examples are largely of the arithmetical type, and this, perhaps, is the chief defect of the book. It gives to the book the emphasis of a social arithmetic and leaves out many other types of significant problems which a social science laboratory manual should contain. It is doubtful whether it would be profitable to solve so many simple problems in arithmetic, not all of which have great social significance, in the time allotted for a course in social problems. As an aid to making social science concrete, however, in a laboratory where other types of aids and problems are also used, this manual would prove very useful. As a pioneer effort in the direction of a social science laboratory manual, it is a step in the right direction.

EDGAR C. BYE.

State Normal School, Shippensburg, Pa.

Practical Teaching—Large Projects in Geography. By C. A. McMurry. The Johnson Publishing Company, Richmond, 1925. 222 pp.

Dr. McMurry claims that the employment of broad Type Studies is the most effective way to teach Geography. His book is designed to illustrate this idea and to provide material for teachers to put it into practice. The variety of Type Study, which he advocates, has two objectives: (1) A detailed study of an ordinary school topic, and (2) comparisons with similar examples to be found elsewhere. Thus, in his treatment of New Orleans, he demonstrates the significance of the harbor improvement there and illustrates the idea by a chain of similar examples.

The book contains four projects. Each provides (1) detailed information regarding subject-matter, (2) illustrations, (3) the method by which each can be most effectively taught. Appropriate blackboard sketches and questions are suggested as devices to assist the logical development of the topic and to stimulate co-operation and thought on the part of the pupils.

The textual material in the projects has been selected and arranged with considerable care. It is apparent that such studies must, in the main, be the work of others, rather than the teacher himself, who, with few exceptions, lacks both the facilities and the time necessary for effective research. As projects of this nature are intended for wide use, accuracy is essential in details, conclusions, and organization.

To the inexperienced teacher this book should be useful. It shows what can be done with a particular topic when handled effectively. Dr. McMurry explains what he is about to do, how he proposes to do it, and then carries out his plan by carefully organized steps.

The effectiveness of Dr. McMurry's scheme cannot be accurately determined until many more projects of a similar nature have been completed and thoroughly tested out. Much will depend upon (1) the skill and capacity of the teacher, (2) the quality and variety of large topics available for use, and (3) the choice made from among those which may become available. It seems likely, however, that such a scheme would narrow the field which otherwise

might be covered, as only a very few studies of this type could be taught each semester.

JOHN B. APPLETON.

University of Illinois.

What Is Faith. By J. Gresham Machen. The Macmillan Company, New York, 1925. 263 pp.

The purpose of this book is to defend "the intellectual element" in religion against current tendencies among pragmatists, mystics, and liberals toward more subjective and fluid conceptions of religion. In order to do this, the author seizes upon faith, faith in the sense of dogma and creed. The general position is that scientific progress, as well as religious faith, implies objective, universal certainty, and that, therefore, the more "conservative" emphasis on creed and "historical Christianity" is more intelligent than current anti-rationalism. The book accordingly celebrates the foundations of traditional beliefs in a fairly traditional way. The method is not that of empirically investigating the facts of faith, but rather that of defending dialectically certain Biblical doctrines of salvation by faith; the general thesis being that salvation is "by faith working itself out through love."

There is here much talk about faith and little investigation of it. If Dr. Machen would condescend actually to study the workings of faith, he would, of course, soon discover that there is nothing "intellectual" about it. Not the having of beliefs, but the testing of them, constitutes a mind. Consequently, what is really called for, if one wishes to discuss the intellectual side of religion, is not a justification of faith, but a testing of the particular objects of faith. But this, apparently, is not a real problem for Dr. Machen at all, since he has a naïve faith in the supposed facts of "historical Christianity," and his book, instead of justifying this attitude, by evidence, contents itself with celebrating it by preaching. Apart from a knowledge of history, I suppose nothing would be more liberating to a study of faith than a familiarity with more than one faith. To read Dr. Machen's book one would suppose that the only problems of faith exist within the Christian religion. No one can presume to give a scientific account of faith without exhibiting it in its varieties and confusions, and without being able to see Christian faiths from the outside, as it were, in their historical settings among the other great religions. There is really little to justify the smug complacency of Christians. St. Paul at least tried hard to make his faith reasonable, but his self-styled followers try hard to make their reason faithful.

HERBERT WALLACE SCHNEIDER.

Columbia University.

Who's Who in America. Edited by A. N. Marquis. Volume XIV, 1926-1927. A. N. Marquis Company, Chicago, 1926. 2271 pp. \$8.00.

March's Thesaurus Dictionary. New and revised edition, 1925. Edited by Francis A. March, Sr., and Francis A. March, Jr. The Historical Publishing Company, Philadelphia, 1925. 1462 pp. \$9.00 (buckram).

The Bookman's Manual. (Revised edition.) By Bessie Graham. Second edition revised and enlarged. R. R. Bowker Company, New York, 1924. \$3.50. 627 pp.

A Reader's Guide Book. By May Lamberton Becker. Henry Holt and Company, New York, 1924. \$2.75. 376 pp.

The American Labor Year Book. Prepared by the Labor Research Department of the Rand School of Social Science. Volume VII, 1926. Rand Book Store, New York, 1926. \$3.15. 571 pp.

Who's Who in America has been a standard reference work since it began publication in 1899 to provide for Americans a work similar to that long previously published in England. Since 1899 it has appeared biennially, growing from 8,602 biographies, filling 827 pages, to 25,357 biographies, filling 3,712 pages, in Volume XIII for 1924-1925. In the case of the present volume, with its 26,915 biographies, it has been found necessary to make mechanical changes, and, as a result, Volume XIV appears with a

page enlarged to 7 x 9 inches, carrying three columns instead of two. The number of pages is thus reduced and the book made available in a decidedly handier form.

It is hardly necessary to describe in detail the plan of this well-known work which, from the beginning, has set for itself the sensible aim of presenting brief, direct, objective summaries of biographical facts supplied by the subject himself and stated without the use of adjectives or any pretense of critical estimates. The present edition follows the usual form and includes the sections of birth and residence statistics, geographical index and necrology; the educational statistics based on the edition of 1922-1923, and Professor Visser's analysis of occupations and environment of fathers of American notables are also reprinted from Volume XIII, but for some reason not stated Professor Visser's study of the women in *Who's Who* is omitted from the current volume. The section given to the pronunciation of difficult names is also omitted, unfortunately; it was in considerable need of improvement, but in spite of the practical difficulties doubtless encountered by the editors, this feature should certainly have been continued. No reference work supplies information about the pronunciation of the names of prominent contemporaries, except a brief list provided in Mrs. Becker's *Reader's Guide Book*. An interesting new feature is the inclusion of the names of children of the subjects of these biographies.

A number of publishing ventures in imitation of *Who's Who* have been announced and published from time to time, but none replaces this important general and comprehensive work. In some of these other biographical collections, space is quite frankly for sale to people sufficiently vain to pay for it, a plan which obviously destroys most of the value as a work of reference. *Who's Who in America* has been too honest and too wise to adopt any plan of that sort. There are numerous ex-officio inclusions—members of Congress and of the Cabinet, Federal judges and judges of the highest appellate courts of the states, high officers of the Army and Navy, heads of larger colleges and universities, and so on. Other names are selected on the basis of being sufficiently well-known nationally, although sometimes there are queer omissions and peculiar inclusions. This, however, is excusable within moderate limits, when one reflects upon the enormous and vexatious labor that must go into the making of such a work.

Who's Who in America is now well established as an indispensable reference book for many classes of students and workers. It should be found much more frequently than is now the case in school libraries. The reviewer has seen the volume used even by rather small children in the grammar grades to obtain information about authors whose books they were using in school. Current Events classes, which are now very common in high schools, both junior and senior, can also make excellent use of *Who's Who* and similar, but more specialized, reference volumes.

March's Thesaurus Dictionary originally appeared in 1902 and again in 1906, under the editorship of the senior Professor March. There followed a revised edition in 1911, in which form this interesting work of reference has been widely used until the new edition of 1925 became available. It may be interesting to note that another son of the senior Professor F. A. March, General Peyton C. March, was chief of staff of the United States Army during the World War. The plan of the *Thesaurus Dictionary* was, from the beginning, to combine the special merits of the famous Roget *Thesaurus* with the alphabetical order and definitions of the usual dictionary. More than two hundred thousand words and phrases are defined, with necessary cross references to word groups arranged by association of meaning; both synonyms and antonyms being supplied, as well as foreign phrases. The primary purpose is to aid the student or writer in finding the forgotten or unknown word which will convey the exact shade of his meaning. This plan has proved highly useful.

To the present edition, containing 1,189 pages in the body of the book, as did the 1911 edition, has been added an "Amplified Appendix." This section contains a large number of new terms, drawn from the arts, science, geo-

graphical changes and other sources, brought down to March, 1925. This material, filling 210 pages, is grouped in five parts, devoted, respectively, to our English speech, Biblical word references, words from the arts and sciences, geographical words, and Americana. In each case a number of associated facts of interest are supplied, and the contents of the whole are made available by a 40-page index. It is a question whether the scattering of these words into so many different lists and groups is best for the average user, and, in some cases, the definitions are rather scanty. With the aid of the index, however, this part of the volume can be readily used in connection with the main list of words and phrases.

The new format presents the work in a much thinner and handier volume. It continues to be a very valuable tool for the writer, whether he is a school boy, an experienced journalist, or a man of letters.

The *Bookman's Manual* in the original edition was an outgrowth of a series of lessons on book salesmanship given in Philadelphia at the William Penn Evening High School. The demand for the material in printed form was so insistent that Miss Graham published the material serially in the *Publishers' Weekly* and later brought it out in a small volume (1921). The present edition is entirely revised and reset. Eight new chapters have been added and many others enlarged. Lists of different editions have been carefully reedited and the dates of publication supplied when known.

The volume has proved to be a very useful one to librarians, as well as to booksellers. In addition, it might be used with great profit and convenience by all sorts of persons interested in books and bibliographies. The plan is to supply in each chapter a brief introductory page or two, followed by a list of the more important works in print in that field, showing publisher and date of publication, with brief descriptive and sometimes critical notes. In the present edition there are more than forty chapters, including among the classifications the main types of reference books, philosophy, poetry, fiction, drama, history, biography, fine arts, music, and travel. The author did not attempt to cover science, education, business, or juveniles.

The undertaking has been carried out remarkably well, and the contents of the whole volume made accessible through an index, which contains a few slips, but seems to be, on the whole, remarkably complete and accurate. In this book you may turn to Rudyard Kipling, Charles Dickens, or James Branch Cabell and find a list of the author's works and a note of the several editions and their publishers. As a bibliographical tool for the general worker, the volume has necessary limitations in that it is restricted almost entirely to books in print. At times, it omits data of distinct interest or importance. For example, the list of Oscar Wilde's works (page 249) fails to mention the editions of some of his books in the Modern Library; and, in connection with George Moore, the Appleton edition of *Memoirs of My Dead Life* is included, but with no mention of the fact that it is a bowdlerized version (page 399). Occasionally, there are slips in interpretation, as in the reference to the "staunch patriotism" of Mr. H. L. Mencken in his book on the *American Language*. Among the list of books of Edgar Allan Poe, page 444, the Virginia edition, the most complete published, is omitted.

The history section is not as strong as some of the others, which is natural enough in view of the original purpose of Miss Graham's book. Yet, even on that basis, it is difficult to see why the list of works on Modern Europe should omit Hayes' *Political and Social History of Modern Europe* (2 volumes, Macmillan), which is one of the most important and interesting and up-to-date works in the field. Professor Turner's manuals are also omitted, although the Shapiro textbook is referred to in the 1918 edition.

On the whole, the points open to reasonable criticism are relatively few, and many readers and students other than

librarians and booksellers might profitably use this very interesting and useful manual. Let us hope, also, that when another edition is printed the publishers' list prices will also be supplied, a task which would require some labor, but not nearly so much as it cost to supply the same information in a manual like Miss Mudge's *Guide to Reference Books*, yet it would add very greatly to the reference value of the *Bookman's Manual*.

Mrs. Becker's volume is an outgrowth of her interesting and valuable department conducted first in the *Literary Review* of the New York *Evening Post* and now in Professor Canby's *Saturday Review of Literature*. In this department Mrs. Becker answers weekly all sorts of bibliographical inquiries, ranging from the newest detective stories or good reading for convalescents to surveys of the history of mankind. It is certainly a large order for one person to undertake, but Professor Canby is only one of many critics and librarians who have testified to Mrs. Becker's breadth, knowledge, and surprising accuracy. She evidently has keen curiosity concerning books and bibliographical questions and she writes with a personal touch unusual in that connection. Her book brings together numerous revised articles from her magazine section, covering most of the fields of reading interest. There is an excellent detailed table of contents, but a very scattered and ineffective index of less than four pages. Publishers are noted, but the vitally important matter of date of publication is not given.

Inevitably, such reading lists invite criticism. There are surprising omissions and less frequently curious inclusions, while the critical and descriptive comments are so extremely brief that they are in many cases inevitably misleading. In a list of books on the industrial history of the United States, for example, Mrs. Becker includes a brief high school textbook of American industrial history and a high school manual of general American history, with emphasis on the economic, but makes no mention of well-known manuals by Bogart, Lippincott, Van Metre, or the older Coman. Faulkner had probably not been printed in time to be included. The subject of the American Revolution, page 248, is very inadequately handled; S. G. Fisher's *Struggle for American Independence* is included, with the extraordinary comment that he is "red hot in his opposition to anything English"—this for a work that was often stigmatized as a Tory tract and lead the way in breaking the bonds of the old Bancroft interpretation! Mrs. Becker adds that this book is, "on the whole, as suggestive as any," making no reference to such recent material as Van Tyne's volume on the *Causes of the American Revolution*.

It would be easy, but pointless, to multiply examples of this kind. On the whole, the lists and comments will stand a surprising amount of critical scrutiny, while the touch of personality actually makes them interesting reading to the bibliophile.

Although published by a well-known socialist school, the *Labor Year Book* is not a propaganda volume. While a phrase here and there betrays the editorial point of view, the book is chiefly made up of summaries of facts and statistics that are invaluable to any student of the subject. The volume began in a modest way in 1918 and has now reached its seventh issue, with an increasing comprehensiveness of scope. The topics now include industrial and social conditions, trade union organizations, labor disputes and labor politics, legislation, court decisions, civil liberties, workers' education, labor banking and insurance, co-operative enterprises, public ownership, labor abroad and the international relations of labor, recent books and pamphlets on labor, an international labor directory, an international labor diary, and a list of labor conventions in 1926. The present volume is longer by about 100 pages than its predecessor. The *Labor Year Book* has become an indispensable work of reference to all students of the labor movement and of economic and social history. G.

Book Notes

Wilson S. Dakin's *Great Rivers of the World* (The Macmillan Company, New York, 1925. vii, 204 pp.) aims primarily: (1) to acquaint the pupil with the geographic influences exerted by some of the world's great rivers; (2) to awaken in the pupil an interest in the literature of history, travel and exploration; and (3) to develop the student's capacity to use geographic facts intelligently. The list of rivers includes the Nile, Ganges, Tigris, Euphrates, Amazon, Mississippi, Yangtze-Kiang, Columbia, St. Lawrence, Rhine and Danube. The usual textbook material relating to rivers is intentionally omitted. At all times the author seeks to have the pupil understand the relation of each river to the life of the people inhabiting its watershed. In addition to a select bibliography there are brief suggestive essays on river types and the conserving of river resources. The volume is well illustrated and suggestive problems are appended at the end of each chapter. Teachers of geography ought to find it a most serviceable aid.

The Declaration of Independence for Young Americans (New York, George H. Doran Company, 1926. x, 122 pp.) by George William Gerwig is, as the title implies, designed for children. Written, the author tells us, to make every American schoolboy a patriot of the stamp of Washington, Jefferson, Lincoln and Roosevelt, this volume is typical of a class of books whose content is a hodgepodge of truth, lofty idealism and mythological jargon. The following excerpt characterizes its pages:

"America has back of its highest ideals not only the highest wisdom and human experience, but also divine authority. It is written on every page of our history, on every stripe and back of every star in our flag. It is stamped on our coins as it has been stamped on our lives, *In God We Trust*" (page 79).

The series of lectures delivered by William Allen White in 1925 at the University of North Carolina, under the auspices of the Weil Foundation, have been brought out in book form under the title *Some Cycles of Cathay* (The University of North Carolina Press, Chapel Hill, North Carolina, 1925, ix, 96 pp.). The main thesis of the book is that the United States has in the course of its development passed through three major political cycles: the Revolutionary cycle, the Anti-slavery cycle, and the Populist cycle. These three cycles, all of which more or less blend together, are part of the larger cycle of democratic growth which in turn is merely part of a still greater cycle known loosely as Christian civilization. While the reader, especially the disciple of the new history, will find much in the book with which he is in accord, he will also undoubtedly find much with which he will not agree. In other words, it is a thought-provoking volume, and every student of our present-day civilization would do well to skim its pages.

C. G. and B. M. Haines have issued a new edition of their *Principles and Problems of Government* (New York, Harper and Bros., 1926. xvii, 663 pp.). This volume is larger by some sixty pages than the edition of 1921. The bibliographies appended to each chapter have also been enlarged and brought up to date. Chapters which are new or largely rewritten include the discussions of judicial review, the cabinet and presidential systems, that of public expenditures and the budget, constitution framing and administrative decentralization. This book is neither an introduction to general political science of the traditional type, nor merely another descriptive text in American government. It is a pioneer in the effort to attack the study of American government from the topical angle, with sufficient general theory and comparative data to elucidate the problem under discussion. It is to be hoped that this type of approach will become increasingly popular in the introductory courses in government offered by our colleges.—A. GORDON DEWEY.

Every person interested in a dispassionate, unbiased, and scholarly discussion of the American wool industry, and the effects of tariff legislation on it, should not fail to read Mark A. Smith's *The Tariff on Wool* (The Macmillan

Company, New York, 1926. xxii, 350 pp.). This volume, which is one of the publications of the Institute of Economics, is not concerned with abstract theorizing about the principles of protection and free trade. Its object is rather to determine whether the policy of protecting the wool-growing industry in the United States is wise and expedient. To do this Mr. Smith first sought to answer eight questions:

1. Can the American sheep industry hold its present position without tariff aid?
2. If the American sheep industry, or a part of it, as now organized and conducted, cannot compete with the sheep industry of foreign countries, what is the nature of the disadvantage of domestic producers?
3. Can the disadvantages of the range and farm branches of the domestic industry, respectively, or of the unfavorably situated domestic producers, be measured by an exact criterion?
4. Is there any scientific method for the determination of a correct rate of duty?
5. What would be the effect on sheep husbandry in the United States of different rates of duty on wool?
6. Is it possible to measure the burden imposed on consumers by a duty, and if so how great is it?
7. Should changes be made in the wool schedule irrespective of any change in the duty?
8. What is the desirable public policy in regard to a duty on wool?

To answer these questions the author first surveys the wool industry in the United States and foreign countries. Secondly, he traces the history of the wool duties from 1789 to the present. In the third place he discusses the present problem and evaluates the various proposed bases for a duty on wool. Finally, he considers what would be a desirable public policy in regard to a wool duty. Some there may be who will not agree with his conclusion, namely, that a tariff on wool does not greatly stimulate production, while it raises the price of all woollen goods to the consumer. Be that as it may, it seems scarcely plausible that any one can read this book and not acknowledge that it is a thoroughly scientific piece of work which carries weight. In addition to a bibliography there are four appendices: 1. A Study of Wool Prices and the Tariff 1860-1924. 2. Index Numbers of Wholesale Prices of Commodities 1921-1924. 3. Production, Marketing, and Uses of Carpet Wools; and 4. An Inquiry as to the Best Method of Calculating Costs in Cases of Joint Production. The maps, charts and other illustrations are most helpful.

Robert E. Riegel's *The Story of the Western Railroads* (The Macmillan Company, New York, 1926. xv, 345 pp.) presents a brief but scholarly survey of the outstanding financial engineering and political aspects of our leading trans-Mississippi railroads. Although footnote references are not given it is apparent that the material for several of the chapters has been drawn in large measure from newspapers, periodicals, railroad guides, and government publications. Certain chapters, of which number nineteen, "Regulation and the Interstate Commerce Act," is typical, add nothing that was not already easily accessible in secondary sources. Despite the author's prefatory statement that "the railroads, towns, and districts referred to in the text are of common knowledge and need no additional location," an outline map would have added to the usefulness of the book. The reference to A. S. Cotterill's *Early Agitation for a Pacific Railroad 1845-1850* in the Mississippi Valley Historical Review (page 324) should read volume 5 instead of 4 as cited.

In the past those who have chronicled the history of colonial America have paid little or no attention to the rôle of the private school. For authentic information on this neglected phase of our early educational activity we are indebted to Robert Francis Seybolt's little monograph entitled *The Private School*, Bulletin number 28 Source

Studies in American Colonial Education (University of Illinois, Urbana, 1925. 109 pp.). After distinguishing between the public and private school, Professor Seybolt shows how the latter was the first to recognize and the first to respond to the educational needs of the people. In fact, he advances the opinion that it was the pioneer in the making of the liberal secondary curriculum of the present day. The chapters on the education of girls and the private schoolmaster are both interesting and informing. About half of the space is devoted to an account of the teaching of the various subjects listed in the private school curriculum. The author has, as he frankly says, merely blazed the trail. His work ought to inspire others to explore this interesting and, in some respects, almost virgin field.

In a recent article a distinguished professor of economics in one of our leading Eastern universities stressed the need for more information about the activities of our business corporations, financial and otherwise. A somewhat similar contention is expressed by Robert W. Dunn in his volume *American Foreign Investments*. (B. W. Huebsch and the Viking Press, New York, 1926. xi, 421 pp.) where he makes the plea for the better tabulation of investment facts. Mr. Dunn's volume is itself a long step in this direction. With 1924 as a background he proceeds to give a detailed account of the forms and outlets through which the American dollar has found its way into foreign markets. Loans by the United States government, foreign government and corporate loans floated in the American market, sterling and internal issues held here, and the extensive foreign connections of United States banks are accounted for and tabulated. But the bulk of the book is devoted to an analysis, country by country, of all the known concerns and enterprises in which Americans are known to have a financial interest. More than fifty countries are represented. In each case the author traces out separate forms of investment, such as oil, public utilities, sugar, etc., and compares the American figures with those of other interested countries. The concluding chapter is a clarifying summary. The appendices contain specimens of bankers' loan contracts and exploitation concessions, including a full transcript of the famous Brown Brothers negotiations with Nicaragua, and significant documents bearing on the reconstruction loans floated for Hungary and France since the World War. While most of the material was available in scattered and technical forms, it was nowhere assembled as in the volume under review.

In preparing the work Mr. Dunn experienced two difficulties: (1) tracing industrial investments in foreign countries; and (2) tracing bankers loans. Both of these difficulties, he believes, could be overcome if the Department of Commerce would make a thorough-going survey of American companies and their relation to the various outlets for our capital abroad. Investors, students of finance, and above all, those interested in American imperialism cannot fail to appreciate this book.

On September 12, 1683, the Turkish siege of Vienna was raised, and later that year there was published in Venice an account of the siege and of succeeding events up to October 9. This very rare book, a copy of which is in the library of San Marco, escaped the attention of later historians of the event. In December, 1686, a Cretan monk, Jeremias Cacavelas, Abbot of Plavcenii, and a noted scholar and teacher in Wallachia, translated the Italian account into Greek for Constantine Brancovanos, the Voivode of Wallachia, as part of the project of introducing Greek culture into what is now Rumania. Constantine's uncle, and predecessor both in office and in educational policy, had founded the Greek school at Bucharest, and this institution was the lure which drew Cacavelas there. His manuscript translation was bought by the British Museum in June, 1914, having been in various English hands for at least a century, and is now reproduced with introduction, English translation, notes, and glossary, by F. H. Marshall (*The Siege of Vienna*, by Jeremias Cacavelas, Cambridge University Press, 1925. xxiii, 185 pp.).

From internal evidence it is clear that the Italian original was designed to encourage the Emperor, the Pope, the King of Poland, the Duke of Lorraine, and their allies to follow up their success over the Turks rather than turn to war on Louis XIV, and the various sources of friction which we know existed among them are glossed over. At the same time the authors are very well informed, if somewhat hurried, and the result of their work is a comprehensive day-by-day account of the Turkish advance and withdrawal, somewhat uneven in its emphasis of detail and inaccurate in some small matters, but on the whole, vivid and pictorial in quality. It proved interesting reading to the reviewer, who discovered, for instance, that George I of England was a member of the relieving forces from Germany at the siege.—J. B. B.

The Story of Our Civilization. (Henry Holt and Company, New York, 1926. xiii, 407 pp.), by H. A. Guerber, is a story of the development of western civilization from the Old Stone Age to the World War written for the child of eleven to thirteen years of age. For the most part the volume consists of a collection of highly entertaining but unhistorical stories and anecdotes which, arranged in a rather broken series, pass for the history of the countries discussed. The illustrations would excite interest in the child, but likewise convey false impressions. Granting all the difficulties of historical presentation for the young child, one still wonders whether it is wise to resurrect all the unhappy ghosts of historical falsehood—the year 1000 for instance—merely to stimulate interest in the young.

Interpretive Costume Design, by Rose Netzorg Kerr. *Egypt, Greece and Rome. The Orient. The Age of Chivalry. American Costume, 1620-1860*. (Fairbairn Art Company, New York, 1925-1926. \$1.00 each), are four folders with twelve plates enclosed in each. The plates picture in uncolored outlines conventional and generally upper class costumes against appropriate backgrounds. The color scheme is given at the bottom of each page, and the young student is expected to learn much from studying the outlines and then coloring them. Recommended for lower grades in schools.

The fifth and final volume of M. Beer's *A General History of Socialism and Social Struggles* has been translated under the title *Social Struggles and Modern Socialism* (Small, Maynard & Co., Boston, 1926. 224 pp. \$2.00). It is a brief manual of socialism in the nineteenth century and is largely devoted to Germany and German social thinkers and experimenters, the apparent lack of balance being compensated for by the previous volume (*Social Struggles and Thought*) which treats of the economic revolution in England and its counterparts on the Continent before 1860. The present volume is expository rather than critical and, although Marxian in point of view, it is singularly dispassionate and deals as summarily and coldly with the abject failure of the Second International as with the Great War. Presumably its chief value to students of modern history will be in its simple, but convincing record of growth and branching from Hegel and the "old" Hegelians to the "new" Hegelians; to Marlo, Rodbertus and Marx; and thence into the ramifications of European socialist parties and movements.—J. B. B.

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An Army Boy of the Sixties, by Alson B. Ostrander, (World Book Company, Yonkers-on-Hudson, New York, 1924. xiii, 242 pp.); *Frontier Law, a Story of Vigilante Days*, by William J. McConnell, in collaboration with Howard R. Driggs (World Book Company, Yonkers-on-Hudson, New York, 1924. xii, 233 pp.). These two little volumes are part of the *Pioneer Life Series*, published by the World Book Company. Like their predecessors they are intended as historical readers, and as such are admirable. Mr. Ostrander tells the story of his life during the stirring days of the Civil War period. After enlisting in the army he became first a drummer boy and then a clerk. When the war terminated he remained in the army and was transferred to the West. Here on mountain and plain he experienced the thrills of the Indian fighter, the scout, and the pioneer, and it is with these thrills that this book is chiefly concerned. Mr. McConnell's volume gives us another picture of the West, of gold and blood, Indians and pioneers, bad men and Vigilantes. Both books are interesting chapters in the winning of the West. Certainly no boy or girl or even adult can read them without catching the spirit of the days when the West was wild.

Elmer E. Ellsworth and the Zouaves of '61 (The University of Chicago Press, Chicago, 1925. ix, 167 pp.), by Charles A. Ingraham, is not only valuable for the story which it narrates of one of the North's Civil War heroes, but for the fairly detailed account of the Zouave system which Colonel Ellsworth introduced into the United States. Colonel Ellsworth, his biographer shows, was a man of striking personality and a born leader of men. From the outset he had a pronounced liking for things military. In fact, so all-compelling was the desire to be a drill-master and to achieve fame in a military way that it overcame his most determined efforts to become a lawyer. The material for the volume has been drawn almost entirely from original sources, Ellsworth's letters and diary being quoted at length.

In 1925 the Honorable John H. Clarke, former Justice of the Supreme Court of the United States, gave the Colver lectures at Brown University. These lectures were subsequently brought out in book form under the title *America and World Peace* (Henry Holt and Company, New York, 1925. vii, 145 pp.). In them Justice Clarke makes an earnest and reasoned plea for the elimination of war and for the entry of the United States into the League of Nations. The book is a healthy counter-irritant for those who believe in a continued policy of American isolation.

From 1895 to 1900, S. F. Platonov, one of Russia's leading historians, acted as tutor to Grand Duke Michael and Grand Duchess Olga, brother and sister of Nicholas II. The lessons in Russian history taught the grandchildren of the "Tsar Emancipator" were revised and published in book form, and for over two decades have been widely used in Russian universities. The book has now been brought out in America under the title of *A History of Russia* (The Macmillan Company, New York, 1925. vii, 435 pp.). It was translated from the Russian by E. Aronsberg and edited by Professor F. A. Golder, of Stanford University. Written in clear and readable style, it deals for the most part with political events, the underlying social and economic tendencies being mentioned only here and there. One of the greatest defects of the volume is its failure to give adequate space to the nineteenth century, only ninety-seven pages being devoted to it. From the Turkish War and the Congress of Berlin to the Revolution of 1917 is treated in eighteen pages. Obviously this leaves much to be desired. Chronological and genealogical tables and a bibliography are appended.

Teachers of old-fashioned American government and others will find *The Constitution of the United States, Its Origin, Meaning and Application* (Houghton, Mifflin Company, Boston, 1926. xvi, 216 pp.), by William Backus Guiteau and Hanson Hart Webster, very useful. Not only does it explain what each clause of the Federal Constitution means, but it cites examples of governmental activities under each. Furthermore it describes the historical background of the "fundamental law of the land," discuss-

ing in this connection such documents as Magna Carta, the Petition of Right, the Bill of Rights, the Mayflower Compact. It also traces the steps toward union among the English colonies in America. "Research" questions are listed, as well as suggestive bibliographies. The book is compactly printed, in fact almost too much so.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912,

of THE HISTORICAL OUTLOOK, published monthly, except June, July, August, and September, at Philadelphia, Pa., for October 1, 1926.

County of Philadelphia,
State of Pennsylvania,

Before me, a notary public in and for the State and County aforesaid, personally appeared Alfred C. Willits, who, having been duly sworn according to law, deposes and says that he is the business manager of THE HISTORICAL OUTLOOK, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher, MCKINLEY PUBLISHING Co., 1623 Ranstead St., Philadelphia, Pa.

Editor, ALBERT E. MCKINLEY, 6901 Germantown Ave., Germantown, Philadelphia, Pa.

Managing Editor, ALBERT E. MCKINLEY, 6901 Germantown Ave., Germantown, Philadelphia, Pa.

Business Manager, ALFRED C. WILLITS, 110 W. Johnson St., Germantown, Philadelphia, Pa.

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(This information is required from daily publications only.)

ALFRED C. WILLITS,

Sworn to and subscribed before me this 22d day of September, 1926.

JULIA M. O'BRIEN.

The September *Contemporary Review* has an article by J. A. Hobson on "The Economic Union of Europe" in which he points out, "If Europe could co-operate as closely and as actively as the United States, there is no reason to suppose that the conditions essential to an equal advance in economic prosperity would exist or be secured by intelligent co-operation....The difficulties of effecting the union are obvious and may be insuperable....The greatest and most evident obstacles are summed up in the term Nationalism, with all the prides, fears, suspicions, jealousies, ambitions, greeds, animosities it harbors, and the false theories and policies evoked to support these passions."

Marie Goebel Kimball's "William Short" (*North American Review* for September) gives an interesting bit of gossip concerning Franco-American relations in the time of Jefferson. In the same magazine, in a discussion of "The Case of Hungary's War Guilt," Ernest Ludwig says: "The present New Europe represents in no way an alignment on racial lines, as millions of people have been bartered away merely to please the whim of a few doctrinaires. The liberation of fifty or sixty millions is a myth. The present-day New Europe is neither politically nor economically an improvement on former conditions. It plays favorites with a comparatively few people at the expense of a large majority of miserable human beings, who rebel in spirit because the tyranny of peace-makers has enslaved them."

Books on History and Government published in the United States from August 28 to September 25, 1926

LISTED BY CHARLES A. COULOMB, PH.D.
AMERICAN HISTORY

- Birge, Edward C. Westport, Conn.; the making of a Yankee township. N. Y.: Writers Pub. Co. 123 pp. \$1.50.
- Dixon, A. H. Economic government in the United States. Kansas City, Mo.: McIndoo Pub. Co. 176 pp. \$2.00.
- Geer, Walter. Campaigns of the Civil War. N. Y.: Brentano's. 512 pp. (2 p. bibl.). \$3.00.
- Harrell, Isaac S. Loyatism in Virginia; chapters in the economic history of the Revolution. Durham, N. C.: Duke Univ. Press. 210 pp. (9 p. bibl.). \$2.50.
- Kennedy, W. H. J., and Mary Joseph, Sister. The United States; a history for the upper grades of Catholic schools. N. Y.: Benziger. 689 pp. \$1.60.
- Lamprey, Louise. Days of the Builders [American history, 1898 to the present]. N. Y.: Stokes. 313 pp. \$2.50.
- Pullinger, Herbert. Old Germantown [Penna.]. [Pictures and text by author]. Phila.: McKay. 57 pp. \$1.50.
- Singmaster, Elsie. The book of the United States. N. Y.: Doran. 318 pp. \$2.00.
- Stoke, Will E. Episodes of early days in central and western Kansas. Vol. 1. Great Bend, Kan.: Author, 2502 Forest Ave. 197 pp. \$2.00.
- Vinton, Stallo. John Colter, discoverer of Yellowstone Park. N. Y.: Edward Eberstadt, 47 W. 42d St. 114 pp. \$3.00.

ANCIENT HISTORY

- Andrews, Roy Chapman. On the trail of ancient man. N. Y.: Putnam. 309 pp. (5 p. bibl.). \$6.00.
- Honor, Leo L. Sennacherib's invasion of Palestine; a critical source study. N. Y.: Columbia Univ. Press. 137 pp. (6 p. bibl.). \$1.75.

ENGLISH HISTORY

- Fiddes, Sir George V. The Dominions and Colonial offices. N. Y.: Putnam. 288 pp. \$2.00.
- Hartley, Dorothy, and Elliot, Margaret M. Life and work of the people of England; a pictorial record from contemporary sources; the fifteenth century; 108 pp.
- Hartley, Dorothy, and Elliot, Margaret M. Life and work of the people of England [etc.]; the sixteenth century; 108 pp. N. Y.: Putnam. Each \$2.50.
- Hume, Martin A. S. The wives of Henry VIII and the part they played in history. N. Y.: Brentano's. 477 pp. \$4.00.

- Williams, Judith B. A guide to the printed materials for English social and economic history, 1750-1850. 2 vols. N. Y.: Columbia Univ. Press. 558, 633 pp. \$10.00.

EUROPEAN HISTORY

- Belloc, Hilaire. Miniatures of French history. N. Y.: Harper. 307 pp. \$3.50.
- Flick, Alexander C. Modern world history, 1776-1926. N. Y.: Knopf. 762 pp. \$6.00.
- Robinson, James H. Mediaeval and modern times [revised edition]. Boston: Ginn & Co. (19 p. bibl.). \$2.00.

THE WORLD WAR AND RECONSTRUCTION

- Scott, James B., compiler. The United States and France, some opinions on international gratitude. N. Y.: Oxford Univ. Press. 250 pp. \$2.75.

MEDIAEVAL HISTORY

- Jarrett, Bede. Social theories of the Middle Ages, 1200-1500. Boston: Little, Brown. 289 pp. \$4.00.

MISCELLANEOUS

- Miyaoka, Tsunejiro. Treaty making power under the Constitution of Japan. N. Y.: Carnegie Endowment for Internat. Peace. 17 pp. (4 p. bibl.). 5 cents.
- Murdoch, James. History of Japan; 3 vols. [First two vols. reprints; vol. 3, new.] N. Y.: Greenberg. 840 pp. \$40.00 set.
- Pierce, Bessie L. Public opinion and the teaching of history in the United States. N. Y.: Knopf. 391 pp. (16 p. bibl.). \$2.50.

BIOGRAPHY

- Coit, Charles W. The life of Charles the first, the royal Martyr. Boston: Houghton, Mifflin. 443 pp. (3 p. bibl.). \$5.00.
- Dellenbaugh, Frederick S. George Armstrong Custer. N. Y.: Macmillan. 201 pp. \$1.00.
- Farington, Joseph. The Farington diary; vol. 6, Jan. 13, 1810, to June 9, 1811. N. Y.: Doran. 314 pp. \$7.50.
- Van Dyke, Paul. Ignatius Loyola. N. Y.: Scribner. 387 pp. (4 p. bibl.). \$3.50.
- Dibble, Roy F. Mohammed. N. Y.: Viking Press. 257 pp. \$3.00.
- Tomlinson, Everett T. The book of pioneers. N. Y.: Appleton. 239 pp. \$2.50.

GOVERNMENT AND POLITICS

- Cole, Judge A. T. Government and citizenship. St. Paul, Minn.: Lavalley Law Book Co. 101 pp. \$2.00.
- Hocking, William E. Man and the state. New Haven: Yale Univ. Press. 478 pp. \$4.00.
- Knight, Edgar W. Our state government [North Carolina]. Chicago: Scott, Foresman. 152 pp. 80 cents.
- Rogers, Lindsay. The American senate. N. Y.: Knopf. 279 pp. \$2.50.
- Shotwell, J. T., and others. International problems and relations. N. Y.: Acad. of Pol. Science, Columbia Univ. 527 pp.
- Singmaster, Elsie. The book of the Constitution. [The making of the constitution told for young people.] N. Y.: Doran. 138 pp. \$1.50.

Books on History and Government published in the United States from March 26 to August 28, 1926

(Continued from the October Number)

MISCELLANEOUS

- Annual Register, The, for 1925. N. Y.: Longmans. \$12.00.
- Barfield, Owen. History in English words. N. Y.: Doran. 235 pp. \$1.50.
- Barnes, Harry E. History and social intelligence. N. Y.: Knopf. 450 pp. \$5.00.
- Buxton, L. H. D. The peoples of Asia. N. Y.: Knopf. 259 pp. \$4.50.
- Coleman, Arthur P. Ice ages, recent and ancient. N. Y.: Macmillan. 339 pp. \$4.00.
- Conference of Historical Societies. Handbook of American Historical Societies. Madison, Wis.: Cantwell Pr. Co. 81 pp.
- Estes, George. The stage coach [history]. Portland, Ore.: Geo. Estes, Publishers. 450 pp. \$10.00.

- Gowen, Herbert H. *Asia; a short history from the earliest times to the present day.* Boston: Little, Brown. 456 pp. (7 p. bibl.). \$3.50.
- Gowen, H. H., and Hall, J. W. *An outline history of China.* N. Y.: Appleton. 570 pp. (12 p. bibl.). \$4.00.
- Jusserand, Jean A. A. J., and others. *The writing of history.* N. Y.: Scribner. 155 pp. \$1.50.
- Klapper, Paul. *The teaching of history.* N. Y.: Appleton. 367 pp. (9½ p. bibl.). \$1.75.
- Knowlton, Daniel C. *History and the other social studies in the junior high school.* N. Y.: Scribner. 214 pp. \$1.60.
- Longrigg, S. H. *Four centuries of modern Iraq.* N. Y.: Oxford Univ. Press. 390 pp. \$7.00.
- MacDonald, Arthur. *History as a science.* Washington, D. C.: [The Author, Congressional Apartments.] 35c.
- Mackenzie, Donald A. *The migration of symbols.* N. Y.: Knopf. 204 pp. \$4.00.
- MacNair, Mary W., compiler. *A list of American Doctoral dissertations printed in 1924.* Wash., D. C.: Gov. Pr. Off., Supt. of Documents. 173 pp. 25c.
- Minerva, *jahrbuch der gelehrten Welt [for the year 1926];* 3 vols. N. Y.: B. Westerman. \$20.00.
- Money, Sir Leo Chiozza. *The peril of the white.* N. Y.: W. Collins Sons & Co., 286 5th Ave. 220 pp. \$3.50.
- Nash, Roy. *The Conquest of Brazil.* N. Y.: Harcourt. 454 pp. (3 p. bibl.). \$5.00.
- Pittard, E. *Race and history.* N. Y.: Knopf. 520 pp. \$6.50.
- Scott, Ernest. *History and historical problems.* N. Y.: Oxford. 228 pp. \$2.00.
- Statesman's Year Book for the year 1926. N. Y.: Macmillan. 1532 pp. \$7.50.
- Williams, T. G. *The history of Commerce.* N. Y.: Pitman. 342 pp. \$1.50.
- BIOGRAPHY**
- Barker, Eugene C. *The life of Stephen F. Austin, founder of Texas, 1793-1836.* Nashville, Tenn.: Cokesbury Press. 566 pp. (10 p. bibl.). \$5.00.
- Marshall, Thomas M., editor. *The life and papers of Frederick Bates; 2 vols.* 355, 343 pp. St. Louis, Mo.: Missouri Hist. Soc. \$10.00.
- White, Stewart E. *Daniel Boone, Wilderness Scout.* Garden City, N. Y.: Doubleday, Page. 274 pp. \$3.50.
- Crawford, William H. *The Journal of William H. Crawford.* Northampton, Mass.: Smith College. 64 pp.
- Clarke, Sir Edward. *Benjamin Disraeli, 1804-1881.* N. Y.: Macmillan. 317 pp. \$3.25.
- Perrin, Porter G. *The life and works of Thomas Green Fessenden, 1771-1837.* Orono, Me.: Univ. of Maine Press. 206 pp. (4 p. bibl.). 50c.
- Church, William C. *Ulysses S. Grant and the period of... reconstruction.* Garden City, N. Y.: Garden City Pub. Co. 481 pp. \$1.00.
- Guedalla, Philip. *Fathers of the Revolution.* N. Y.: Putnam. 313 pp. \$3.50.
- Rankin, George W. *William D. Hoard [once governor of Wisconsin].* Fort Atkinson, Wis.: W. D. Hoard and Sons Co. 261 pp. \$2.00.
- Hyslop, T. B. *The great abnormals [a study of the abnormalities of famous historic people].* N. Y.: Doran. 282 pp. \$3.50.
- Jackson, Andrew. *Correspondence of Andrew Jackson, Vol. 1.* Washington, D. C.: Carnegie Inst. 519 pp. \$3.50.
- Jefferson, Thomas. *The best letters of Thomas Jefferson.* Boston: Houghton Mifflin. 315 pp. \$2.50.
- Noek, Albert J. *Jefferson.* N. Y.: Harcourt. 340 pp. \$2.75.
- Brush, Edward H. *Rufus King and his times.* N. Y.: N. L. Brown, 276 Fifth Ave. 159 pp. \$2.50.
- Tower, Charlemagne. *The Marquis de La Fayette in the American Revolution; 2 vols.* Phila.: Lippincott. 1031 pp. \$12.00.
- Macdonald, A. J. *Lanfranc; a study of his life [etc.].* N. Y.: Oxford Univ. Press. 316 pp. \$4.25.
- Lee, Capt. Robt. E. *Recollections and letters of General Robert E. Lee, by his son.* Garden City, N. Y.: Garden City Pub. Co. 490 pp. \$1.00.
- Hoffman, W. J. *Abraham Lincoln.* N. Y.: Heath. 133 pp. 72c.
- Inglehart, John E., and Ehrmann, Eugenie. *The environment of Abraham Lincoln in Indiana.* Indianapolis: Indiana Hist. Soc.
- Logie, Alfred E., compiler. *From Lincoln to Coolidge.* Chicago: Lyons & Carnahan. 363 pp. 96c.
- McBride, Robert W. *Personal recollections of Abraham Lincoln.* Indianapolis: Bobbs-Merrill. 78 pp. \$5.00.
- Merriam, Charles E. *Four American party leaders [Lincoln, Roosevelt, Wilson, Bryan].* N. Y.: Macmillan. 120 pp. (2 p. bibl.). \$1.50.
- Pepys, Samuel. *Private correspondence and miscellaneous papers of Samuel Pepys, 1679-1703; 2 vols.* N. Y.: Harcourt. 426, 397 pp. \$12.50.
- Brown, Harriet G. *Roosevelt, a Knight of the Nineteenth Century.* Richmond, Va.: Johnson Pub. Co. 249 pp. 80c.
- Walpole, Horace. *Supplement to the letters of Horace Walpole, fourth Earl of Oxford. Vol. 3, 1744-1797.* N. Y.: Oxford Univ. Press. 482 pp. \$4.25.
- Radziwill, Catherine, Princess. *They knew the Washingtons. [Letters from a French soldier with Lafayette.]* Indianapolis: Bobbs-Merrill. 255 pp. \$3.00.
- Kerney, James. *The political education of Woodrow Wilson.* N. Y.: Century Co. 524 pp. \$4.00.
- Wilson, Woodrow. *The new democracy, messages, addresses and other papers (1913-1917); 2 vols.* N. Y.: Harper. 473, 515 pp. (46 p. bibl.). \$8.00.
- GOVERNMENT AND POLITICS**
- Abbott, Edith. *Historical aspects of the immigration problem; select documents.* Chicago: Univ. of Chicago Press. 901 pp. \$4.50.
- Baker, P. J. N. *Disarmament.* N. Y.: Harcourt. 366 pp. \$4.00.
- Bell, Edward P., compiler. *World Chancelleries.* Chicago: Chicago Daily News. 213 pp.
- Belmont, Perry. *Survival of the Democratic principle.* N. Y.: Putnam. 340 pp. (5 p. bibl.). \$2.50.
- Dixon, Asher H., and Downing, C. O. *Civil Government of Wyoming.* Gillette, Wyo.: Bailey School Supply House. 237 pp. \$1.40.
- Foot, J. Wesley. *Civics of My Community; 4 vols.* Yonkers, N. Y.: World Book Co. 68c each.
- Garner, James W. *Government in the United States.* N. Y. Edition. N. Y.: American Book Co. 512 pp. \$1.40.
- Gerwig, George W. *The Declaration of Independence for young Americans.* N. Y.: Doran. 122 pp. \$1.25.
- Gaitteau, W. B., and Webster, H. H. *The Constitution of the United States [etc.].* Boston: Houghton Mifflin. 232 pp. (3 p. bibl.). 84c.
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